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Sixty-two school systems with formalized evaluating procedures for administrative and supervisory personnel are individually described in this study. Details of the evaluation procedures include the personnel evaluated, frequency of evaluation, methodology, notification of results, and appeal procedures. Evaluation forms of eight school systems and the questionnaire used in the study are included. Answers to "the purposes for which evaluations have actually have been applied in your school system" are categorized and their frequency noted. The most commonly mentioned areas of evaluation are administration (organizing and managing ability), supervision (instruction and curriculum), relationships, personal qualities, and professional qualities. (MF)

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EVALUATING ADMINISTRATIVE PERFORMANCE

EA 002 519

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EVALUATING ADMINISTRATIVE PERFORMANCE

"As educators we have always considered evaluation one of the cornerstones of education. We tend to apply this process primarily to the student (and teacher). Just as it is essential to judge the progress of students toward certain goals, so it is equally important that we evaluate our progress as educational leaders toward the larger overall goal."

Thus begins the guide for evaluating administrative performance prepared two years ago by the Madison, Wisconsin, Public Schools. A similar viewpoint has been responsible for the recent development in a number of school systems of constructive, forward-looking procedures for appraising the performance of persons in administrative positions in individual schools and in the central office. In some cases such evaluations are new to the school system; other systems have been prompted to formalize evaluative procedures heretofore conducted only on an informal basis.

Evidence of increasing recognition of the value of a progressive evaluation program as a means of assisting administrators to grow in their jobs is found in a comparison of the present ERS study with a similar one published by the Educational Research Service in 1964. Behind the former study lay two years of efforts to obtain information regarding enough administrative evaluation plans to make up a worthwhile publication. Only 45 plans, some quite informal, were finally identified. This year, even though it was decided to include only the more formalized programs, only a few months were required to collect information regarding the 62 plans described in this Circular.

The questionnaire, reproduced on pages 53 through 56, was sent in the summer of 1968 to all school systems enrolling over 25,000 pupils and to 31 randomly selected smaller systems. Responses were received as follows:

	Ques. sent	Replies received
Stratum 1 (100,000 or more)	25	19 (76%)
Stratum 2 (50,000-99,999)	54	46 (85%)
Stratum 3 (25,000-49,999)	90	64 (71%)
Smaller systems	31	28 (90%)
	200	157 (79%)

Several systems which returned incomplete questionnaires and did not respond to follow-up inquiries are not included in the 157 systems. Of the 157 systems which submitted complete replies, 79 (51 percent) said either that their systems did not evaluate administrators or that the procedures were rather informal. Another 16 systems reported that evaluation procedures were either in the process of formulation or of revision; these systems are listed on page 52. Individual descriptions of procedures for evaluating administrative and supervisory personnel in the remaining 62 systems begin on page 6.

Formulation of Procedures

That the trend toward evaluating administrators is growing is substantiated by the fact that a majority of the responding systems have recently introduced or revised their evaluation procedures. Twenty-five of the procedures have been established in the past five years, and another 22 have undergone revision in the past year. Only 16 of the 62 systems have had some form of administrative evaluations for more than 10 years.

Purposes of Evaluations

Although not reported individually for the 62 systems, the questionnaire provided space for respondents to indicate the purposes for which "evaluations have actually been applied in your school system--NOT the purposes for which evaluations ideally should be used." The frequency with which each purpose was checked is shown below:

Purpose	Frequency
To identify areas in which improvement is needed.	60
To assess evaluatee's present performance in accordance with prescribed standards.	52
To help evaluatee establish relevant performance objectives and work systematically toward their achievement.	52
To have records of performance to determine qualifications for promotion.	40
To determine qualifications for permanent status.	25

Purpose	Frequency
To qualify for salary increments.	11
To comply with board policy	8

Other purposes volunteered by respondents were:

"To prevent personnel or job-related problem areas from developing."
"To point out areas of strength."
"Placement on level of responsibility."
"As integral part of the employee career development program."

Personnel Evaluated

As can be seen from Table A, more than half of the 62 systems evaluate all administrative and supervisory personnel (except the superintendent), including both central office and school building administrators. Another 18 systems evaluate all administrators below the rank of assistant superintendent.

Evaluators

Most commonly, each administrator is evaluated by his immediate superior. Because of the wide variety of organizational plans in the school systems involved, a tabulation of the evaluators for each position would be meaningless. A few systems, however, deviate from the normal pattern of rating by immediate superiors. In some smaller systems the superintendent evaluates all administrative and supervisory personnel. Occasionally, too, evaluations are conducted jointly by two administrators (Rochester, New York) or by a group of administrators (Alum Rock School District, California). Unique is the situation in Jefferson County, Kentucky, where one person is hired to visit elementary schools throughout the year to assist and evaluate principals.

Table A

SUMMARY: PERSONNEL EVALUATED

Personnel	No. of systems
All administrative and supervisory personnel	37
All administrative and supervisory personnel below rank of assistant superintendent	18
Principals, assistant principals, and supervisors only	1
Principals and assistant principals only	4
Principals only	2

Table B

SUMMARY: FREQUENCY OF EVALUATION

Frequency	Probationary	Permanent[a/]
Semianually	7	2
Annually	25	30
Biennially	1	1
Every three years	..	9
Every four years	..	2
Varies by position	2	3
Twice in first of 3 years' probation	1	..
Annually for 2 years; every 3 years after	..	1
Irregularly	..	12
No evaluation	..	2

a/ Includes both systems which reported that administrators do not serve a probationary period and systems with both probationary and permanent status for administrators.

Frequency of Evaluation

Of the 36 systems which require administrators to serve a probationary period of one (4 systems), two (6 systems), or three (26 systems) years, 19 evaluate permanent employees less frequently than probationers. Among these 19 systems, 12 do not evaluate permanent administrators on a regular schedule and two do not evaluate administrators once they have achieved permanent status. Permanent status of administrators, for the purpose of this study, does not necessarily imply tenure.

As can be seen from Table B, annual evaluations were most frequently reported for both permanent and probationary administrators.

Evaluation Procedures

In the introduction to the questionnaire, it was pointed out that, while procedures in the evaluation of administrative and supervisory per-

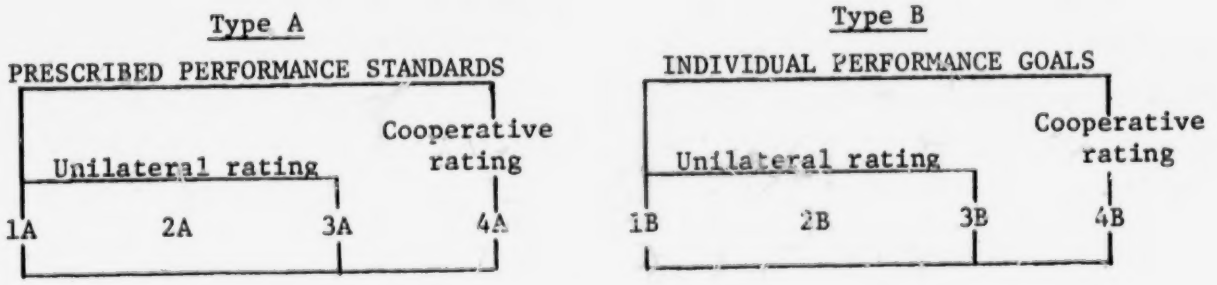
sonnel vary considerably, they tend to fall into two different types: Type A--procedures that stress rating related to JOB STANDARDS, and Type B--procedures that rate the extent to which the evaluatee has accomplished JOB TARGETS or performance objectives tailored to his needs. Detailed explanations of Type A and Type B will be found on the first page of the questionnaire (page 53 of this Circular).

The two continuums presented in Figure 1 have been developed to show where, between the extremes of unilateral and cooperative decisions, the 62 evaluative programs fall. Procedures in New York City and Chicago typify the seven systems tabulated on Step 1 of the A continuum. Cincinnati, Ohio, and Madison, Wisconsin, are among the five systems on Step 3 of Continuum B. That no systems reported procedures which could be described as Step 4A or Step 4B is not surprising, for these procedures require complete agreement between the evaluator and the evaluatee as to the rating to be given.

Generally, the 54 systems tabulated in Continuum A judge the performance of the evaluatee against predetermined standards of performance for all administrators or for a general administrative position such as director. The distinction between the four steps of this continuum is the degree to which the evaluatee is a participant in the process. The evaluator may have no direct communication with the evaluatee during the evaluation process (Step 1A), may inform the

Figure 1

The continuums below are calibrated to show the various types of evaluation represented in this Circular.



Type of Evaluation	Number of systems
1A. Unilateral rating of evaluatee by evaluator using prescribed performance standards.	7
2A. Same as #1A above, except that evaluator confers with evaluatee after the evaluation is completed.	36
3A. Same as #2A above, but also includes self-evaluation by evaluatee.	11
4A. Evaluator and evaluatee, in conference, make a combined rating, i.e., they concur on the extent to which the evaluatee has met the prescribed standards.	..
1B. Evaluator and evaluatee cooperatively establish specific performance goals which are used by the evaluator to unilaterally judge how well the evaluatee has achieved his performance goals. In addition the evaluatee may also be rated against prescribed performance standards.	..
2B. Same as #1B above, but also includes a post-evaluation conference at which the evaluator explains the rationale of his evaluation.	3
3B. Same as #2B above, but also includes self-evaluation by the evaluatee.	5
4B. Evaluator and evaluatee cooperatively establish specific performance goals for the evaluatee. The evaluatee rates his own performance according to these performance goals, and the evaluator makes a similar evaluation of the evaluatee. In a conference they make a combined evaluation, i.e., they concur on the extent to which the evaluatee has achieved his performance goals.	..

Table C

SUMMARY: CHARACTERISTICS OF 62 EVALUATIVE PROCEDURES

Characteristics	Frequency
Self-evaluation required	16
Use different evaluation form for self-evaluation	3
Format of evaluation form:	
Rating on prescribed scale only	21
Rating by narrative comments only	12
Rating scale and narrative comments	25
Summary evaluation included	18
Space for recommendation regarding future employment	10
Different forms for each position	13
No forms used	4
Rating of probationary and permanent administrators differ:	
In forms used	2
In method used	4
In frequency of evaluation	19
Evaluatee is informed of his rating:	
Post-evaluation conference is held	55
Evaluatee signs evaluation form	43
Evaluatee is given a copy of form	40
Evaluatee may request a copy of form	2
Automatic review by individual or group other than original evaluator	33
Evaluatee may appeal rating:	
By comments entered on form	10
By filing dissenting statement	33
By requesting review by third party	4

evaluatee of his rating in a post-evaluative conference (Step 2A), may also require the evaluatee to submit a self-evaluation (Step 3A), or may work with the evaluatee to arrive at a joint rating with which they both agree (Step 4A).

The eight systems in Continuum B regard evaluation as a cooperative and individual process. The evaluator and evaluatee together determine what is to be expected in terms of individual performance from the evaluatee, i.e., they develop performance goals for the evaluatee to achieve. The evaluatee is rated on how successfully he has achieved his own performance goals or targets. This method of evaluation may include a post-evaluation conference (Step 2B), may require self-evaluation (Step 3B), or may aim at a rating agreed to by the evaluator and evaluatee (Step 4B). In addition the evaluatee may also be rated against prescribed performance standards as in Continuum A, but this practice is secondary to rating achievement of goals.

Systems which have abandoned Type A evaluation, rating according to prescribed performance standards, to adopt the "goal-centered plan" expressed praise for the concept. It is "more successful than previous efforts," one administrator noted. Another said, "We believe evaluation and rating should be used to help the individual grow personally and professionally. We have come a long way from the 'check sheet' period." By contrast, a personnel director in a system tabulated in Step 1 of the continuum called his system's evaluative plan "a perfunctory system, out-of-date, and of little value except as a legal instrument in event of incompetence."

Table C lists a number of characteristics observed among evaluation procedures in the 62 systems, such as apprisal procedures, appeal procedures, and automatic review by a third party or review board. In some cases, the information can be calibrated with the information on the continuums in Figure 1, e.g., systems with post-evaluation conferences (Steps 2A, 3A, 2B, and 3B). While it is interesting to note the frequency with which each practice is observed, these practices should be noted in the context of the total evaluation procedure as described for each system, beginning on page 6.

Evaluative Instrument

The type of evaluation form used generally falls into one of three categories: those which rate the individual on a scale in certain areas, those which provide space only for the evaluator to make statements about the evaluatee's performance in specific areas or in general, and those which combine these two features. Table C tabulates the number of systems with each type of instrument, as well as those which have different rating forms for probationary and permanent personnel, and systems which use different instruments for various positions in the system. Some common characteristics of the evaluation forms are also noted in Table C, such as whether space is provided for summary evaluation.

Reproduced on pages 28 through 51 are eight forms selected to represent the variety submitted with the questionnaires. The reproduction of a form is noted in each of these systems' individual descriptions.

Factors evaluated. Although almost every form includes a different list of characteristics on which the evaluator rates the evaluatee, certain common areas and factors appear in many of the forms. The following list was compiled and grouped to demonstrate the most commonly-mentioned areas:

1. Administration (organizing and managing ability)
   School or office management, decision-making, exercise of judgment, imagination in problem solving, ability to develop plans and follow through, attention to routine matters and details, efficiency.

2. Supervision (instruction and curriculum)
   Ability to help teachers, use of central office resources, ability to motivate, leadership.

3. Relationships
   With staff, students, and public; communication; social skills; open-mindedness.

4. Personal qualities
   Health, appearance, cooperativeness, enthusiasm, energy/productivity, intelligence/judgment, emotional stability or reaction to pressure, flexibility, buoyancy, culture and refinement, self-control or poise, tact, empathy, self-appraisal, initiative.

5. Professional qualities
   Professional growth or potential, philosophy, purpose, knowledge, attitudes, participation, contribution to the profession, integrity, professional ethics, loyalty, adherence to directions and regulations.

Terms. A number or letter scale is most commonly used to rate an individual in specific areas or in general, whether rating him according to prescribed standards or in achievement of performance goals. The terms most frequently mentioned on rating scales are grouped below:

1. Excellent, superior, outstanding, very high, exceptional, proficient.

2. High, good, effective, above average, strong, commendable.

3. Satisfactory, average, acceptable, adequate, meets district standards.

4. Questionable, fair, needs improvement, needs help, weak, below average, low.

5. Very low, unsatisfactory, poor, incompetent.

A Postscript

Whatever form evaluation of administrators, (or teachers or students) takes, improvement of performance must be the objective. To achieve this, the evaluatee must know not only what is expected of him but also "how he is doing." Robert W. Strickler, in the article listed as Item 5 in the bibliography on page 52 states: "Evaluation, of course, as an end unto itself, is meaningless, but as a means whereby an individual is able to judge, initially and periodically, his progress toward whatever goals have been established, it has an importance that cannot be exaggerated."

Communication is essential to this goal. One respondent in this survey noted that the "primary objective and real value come from a formalized procedure whereby the evaluator and the evaluatee get together at least once a year to assess the performance and program to date, to elicit ideas to improve, and to plan together the year(s) ahead."

PROCEDURES FOR EVALUATING ADMINISTRATIVE AND SUPERVISORY PERSONNEL, 62 SCHOOL SYSTEMS
(Figures in parentheses beside names of systems are fall 1967 enrollments)

MOBILE, ALABAMA (city and county schools) (75,963)

Personnel evaluated: Directors; coordinators; curriculum supervisors; administrative staff assistants; principals; assistant principals.

Frequency: Semiannually during three-year probationary period; thereafter at the option of the assistant superintendent in charge of administration or the evaluatee.

Procedure: Principals and assistant principals are evaluated by the assistant superintendent in charge of administration; coordinators and curriculum supervisors by the assistant superintendent in charge of curriculum and instruction; directors and administrative staff assistants by their immediate supervisors. Self-evaluation is recommended. Informal evaluator-evaluatee conferences are held during and after the evaluation; these conferences are summarized in writing with copies to all appropriate persons. The evaluator rates the administrator on a five-point scale on 16 subfactors in the general areas of general administration, instructional program, professional relations and attitudes, community relations and attitudes, and personal qualities. In addition, specific performance goals are worked out with administrative and supervisory personnel to improve their performance in weak areas. The evaluation is reviewed by superintendent, associate superintendent, and the five assistant superintendents, who share this responsibility.

Apprisal: The evaluatee signs the evaluation form, but his signature does not signify that he concurs with the assessment. He also receives a copy of the evaluation.

Appeal: Space is provided on the evaluation form for the evaluatee to register his comments regarding the evaluation.

* * *

SCOTTSDALE SCHOOL DISTRICT, ARIZONA (Phoenix) (26,534)

Personnel evaluated: All administrative personnel.

Frequency: Once during one-year probationary period; annually thereafter (board policy).

Procedure: Principals are evaluated by the superintendent; assistant principals by principals; all other administrative personnel by the superintendent. Self-evaluation is completed on a special form by each administrator. The evaluator completes a similar, but shorter, form for each evaluatee, noting his strengths, suggestions for improvement, action taken, and other pertinent information. A post-evaluation follow-up conference is held to discuss both evaluations.

Apprisal: The evaluatee signs the evaluation, but his signature does not signify that he concurs with the assessment. He also receives a copy of the evaluation.

Appeal: The evaluatee may register a dissenting statement at the follow-up conference if he is not satisfied with the assessment.

* * *

ALUM ROCK ELEMENTARY SCHOOL DISTRICT, CALIFORNIA (San Jose) (14,308)

Personnel evaluated: Principals and assistant principals.

Frequency: As needed--determined by mutual agreement of the administrator and superintendent.

Procedure: In accordance with board policy, evaluation is by a committee consisting of the superintendent as chairman; the assistant superintendents for business, administrative service, and instruction; and the directors of personnel and special services. The following characteristics are considered in the evaluation: knowledge of curriculum organization and procedures; energy and productivity; organization and management skills; skill in self-expression; intelligence and judgment; reaction to pressure; relationships with staff, parents, and children; flexibility; and personal characteristics such as grooming. The descriptions of behaviors, attitudes, and skills are summarized and interpreted by the superintendent as they relate to the growth of the individual and his philosophical orientation to the objectives of the district. The superintendent holds a conference with the evaluatee to interpret the evaluation.

(Continued)

ALUM ROCK ELEMENTARY SCHOOL DISTRICT, CALIFORNIA (Continued)

Apprisal: At the conference with the superintendent, the evaluatee receives a copy of the evaluation.

Appeal: None reported.

* * *

BEVERLY HILLS, CALIFORNIA (5,000 est.)

Personnel evaluated: Assistant superintendent for business; administrative assistant to the superintendent; directors or adult education, elementary instruction, and instructional materials; psychologists; home-school coordinator; supervisor of information; elementary music and art supervisors; speech therapist; principals; assistant principals.

Frequency: Semiannually during three-year probationary period; annually thereafter.

Procedure: Principals are evaluated by the superintendent; assistant principals by principals; all other personnel by their supervisors. Informal evaluator-evaluatee conferences are held before, during, and after the evaluation. Evaluatees are rated as S(meets standards), N(needs to improve), or U(unsatisfactory) on 33 subfactors in the areas of knowledge, performance of skills, interpersonal relations, attitudes, personal qualities, and participation. Space is also provided for comments and suggestions for growth in each of the six areas; such comments are mandatory when a N or U rating is given. When a permanent employee is participating in the incentive increment program, review by the Professional Services Appraisal Committee is required.

A status form is also filed for each evaluation period, listing the dates of conferences, the evaluatee's appraisal of his assignment, and the evaluator's recommendation.

Apprisal: The evaluatee signs the evaluation form, but his signature does not signify that he concurs with the evaluation. He also receives a copy of the evaluation form.

Appeal: The evaluatee may file a dissenting statement if he is not satisfied with the assessment.

* * *

FREMONT, CALIFORNIA (28,000 est.)

Personnel evaluated: All administrative and supervisory personnel.

Frequency: Annually throughout service (no probationary period).

Procedure: Principals are evaluated by the assistant superintendent in charge of their attendance areas; assistant principals by principals; all other personnel by their immediate supervisors. The evaluatee is asked to prepare a list of major areas of responsibility, to identify specific job targets or performance goals and to clear these with his evaluator. The evaluatee then works to achieve his specific job targets and seeks the help of the evaluator when needed. Later in the year the evaluatee completes a self-appraisal of results attained in major areas of responsibility and on job targets. The evaluatee's appraisals are analyzed by the evaluator, who makes a tentative evaluation. The evaluator's assessment is discussed with the reviewer, who has, it is hoped, become knowledgeable about the performance of the evaluatee. The evaluator then completes his evaluation and holds an informal conference with the evaluatee to discuss the evaluation.

Apprisal: In addition to the post-evaluation conference described above, the evaluatee signs the evaluation, but his signature does not signify that he concurs with the assessment. He also receives a copy of the evaluation.

Appeal: The evaluatee may request a review of the evaluation with both the evaluator and the reviewer if he is not satisfied with the assessment.

* * *

GARDEN GROVE, CALIFORNIA (51,105)

Personnel evaluated: Administrators; directors; administrative assistants; principals; assistant principals.

Frequency: Annually throughout service (no probationary period).

(Continued)

GARDEN GROVE, CALIFORNIA (Continued)

Procedure: Directors, administrators, administrative assistants, and principals are evaluated by the associate superintendent for educational services; assistant principals by principals. Self-evaluation is recommended. Informal evaluator-evaluatee conferences are held before, during, and after the evaluation period. The rater makes evaluative statements about the administrator's performance in six areas: personal characteristics; instructional leadership; administration and organization; personnel management (pupils, certificated, and classified); relations with parents, the community, and the district office; and professional growth and ethics. Space is also provided for entry of "mutual goal setting considerations" arrived at by the evaluator and evaluatee in conference.

Apprisal: The evaluatee signs the evaluation, but his signature does not signify that he concurs with the assessment. He also receives a copy of the evaluation.

Appeal: The evaluatee may file a dissenting statement if he is not satisfied with the assessment.

* * *

HAYWARD, CALIFORNIA (29,782)

Personnel evaluated: Directors; coordinators; supervisors; principals; assistant principals.

Frequency: Once every four years for K-6 principals; annually for other personnel listed, during three-year probationary period and thereafter.

Procedure: Directors are evaluated by the superintendent; supervisors by directors; coordinators by director of elementary education and assistant superintendent; principals by the director of elementary or secondary education; assistant principals by principals. Self-evaluation is recommended. Informal evaluator-evaluatee conferences are held before, during, and after the evaluation. On the form for evaluating high school principals, the evaluatee is rated as "satisfactory" or "unsatisfactory" in 24 areas. The form also provides space for the evaluator's comments in each area.

Apprisal: The evaluatee signs the evaluation after discussing it with the superintendent and/or appropriate director. He also receives a copy of the evaluation.

Appeal: If the evaluatee does not agree with the assessment, he may file a dissenting statement at the time it is reviewed with the superintendent and/or director.

* * *

LONG BEACH, CALIFORNIA (72,156)

Personnel evaluated: All administrative and supervisory personnel.

Frequency: Annually during three-year probationary period; no regular schedule thereafter.

Procedure: Principals are evaluated by the director of elementary schools or high schools, as appropriate; assistant principals by principals; all others by office, division, or department head. Self-evaluation is recommended. Informal evaluator-evaluatee conferences are held before, during, and after the evaluation. The evaluatee is rated as "satisfactory," "needs to improve," or "unsatisfactory" in the areas of staff relationships, personal characteristics, evidence of professional growth, supervisory practices, and administrative practices. Space is also provided on the evaluation form for the evaluator's comments and recommendations regarding retention in the position.

Apprisal: The evaluatee signs the evaluation, but his signature does not signify that he concurs with the assessment. He may also request a copy of the evaluation.

Appeal: The evaluatee may file a dissenting statement if he is not satisfied with the assessment.

* * *

NORWALK-LA MIRADA SCHOOL DISTRICT, CALIFORNIA (Norwalk) (32,000 est.)

Personnel evaluated: Principals; assistant principals; central office administrators.

Frequency: Annually throughout service to comply with board policy (no probationary period).

Procedure: Principals are evaluated by the assistant superintendent for educational services; assistant principals by principals; all central office administrators by their superiors. The evaluator rates the evaluatee on a form which provides space for a narrative rating in the areas of contribution to the improvement of the educational program, personal qualities, administrator relationships, professional preparation and growth, and effectiveness in terms of job description. Space is also provided for suggestions for improvement and a summary rating on a five-point scale from "outstanding" to "unsatisfactory." An informal evaluator-evaluatee conference is held after the evaluation.

Apprisal: After the post-evaluation conference the evaluatee signs the evaluation form, but his signature does not signify that he concurs with the assessment. He also receives a copy of the evaluation.

Appeal: The evaluatee may file a dissenting statement if he is not satisfied with the assessment.

* * *

PASADENA, CALIFORNIA (31,556)

Personnel evaluated: All administrative and supervisory personnel.

Frequency: Twice in first year of three-year probationary period for a new person hired as an administrator. All personnel are evaluated every four years unless work is unsatisfactory, performance changes, or if subject to salary change.

Procedure: Elementary principals are evaluated by the assistant superintendent for elementary schools; secondary principals by the administrative director for secondary schools; assistant principals by principals; all other administrators by their department heads. Evaluatees are rated on a three-point scale on 16 subfactors in the general areas of job competence, professional responsibilities, and personal characteristics. Space is provided for comments in each area, as well as for overall comments and a summary evaluation. A conference is held to discuss the evaluation. An overall evaluation of "unsatisfactory" might be sufficient to deny a salary hurdle, class change, or 15-year service increment.

Apprisal: The evaluatee signs the evaluation, but his signature does not signify that he concurs with the assessment. He also receives a copy of the evaluation.

Appeal: The evaluatee may file a dissenting statement if he is not satisfied with the assessment.

* * *

RIVERSIDE, CALIFORNIA (26,365)

Personnel evaluated: All administrative personnel.

Frequency: Ongoing throughout service (no probationary period).

Procedure: Each employee is asked to work out a job description with the person to whom he is responsible as soon after employment as possible. The job description contains a job title, the areas of responsibility, education and certification requirements of the assignment, performance requirements, and provisions for professional growth. Each person's description is based on his own position in a particular situation with a particular set of circumstances.

The individual's supervisor is responsible not only for helping him develop his job description but also for identifying his competencies, strengths, and needs for the purpose of developing a program of professional growth for him. The evaluator must maintain a continual appraisal of the individual's progress in relation to his role and professional growth requirements. Documentation of any significant aspect of an employee's performance, both positive and negative, is made. Detailed anecdotal records are maintained of interviews and recommendations for improvement. The individual's record also includes an account of efforts made to help him improve. The

(Continued)

RIVERSIDE, CALIFORNIA (Continued)

evaluator files with the personnel office those comments and recommendations which should become a part of the individual's permanent record and which will have an effect on future employment.

Apprisal: The evaluatee receives a copy of any record of an interview or written recommendations for improvement. He may examine the evaluations in his personnel file at any time.

Appeal: A review committee is organized to review evaluation procedures and to study procedures in cases in which agreement between an individual and his immediate supervisor cannot be reached and where the personnel office has not been able to effect an agreement.

* * *

SACRAMENTO, CALIFORNIA (51,620)

Personnel evaluated: All administrators, supervisors, and coordinators.

Frequency: Annually during three-year probationary period; thereafter, only when requested by individual or superior.

Procedure: Central office administrators, supervisors, and coordinators are evaluated by person to whom they report administratively; principals by the assistant superintendent of appropriate instructional level; assistant principals by principals. Self-evaluation is recommended. Informal evaluator-evaluatee conferences are held during and after the evaluation. The evaluatee is rated as "strong," "adequate," or "weak" on 19 subfactors in the general areas of professional competence, professional relationships, professional attitudes, and personal characteristics. Space is also provided on the evaluation form for the evaluator's recommendations to improve services and his comments regarding evidence of outstanding achievement. The evaluation is reviewed by the evaluator's supervisor.

Apprisal: The evaluatee signs the evaluation, but his signature does not signify that he concurs with the assessment; if employee is unwilling to sign, a witness' signature verifies that a copy was presented to the evaluatee. All administrators receive copies of their evaluations.

Appeal: The evaluatee may file a dissenting statement if he is not satisfied with the assessment. This statement is attached to all copies of the evaluation.

* * *

SAN FRANCISCO, CALIFORNIA (92,885)

Personnel evaluated: All administrative personnel below the rank of assistant superintendent.

Frequency: Each semester during three-year probationary period; thereafter, only if services are unsatisfactory.

Procedure: Coordinators and directors are evaluated by the associate superintendent; supervisors by an assistant superintendent or director; principals by the assistant superintendents of instructional divisions; assistant principals and department heads by principals. Informal evaluator-evaluatee conferences are held before, during, and after the evaluation. Administrators are rated in 12 areas as either "satisfactory" or "questionable or unsatisfactory." A rating of "questionable or unsatisfactory" in any area requires a supporting statement. Space is also provided for comments as to outstanding service and recommendations regarding retention or removal from administrative positions. The 12 areas are: personal characteristics, enthusiasm shown in work, imagination in problem solving, qualities of leadership, ability to build morale, professional understanding, success in supervision, success in administration, relations with colleagues, relations with students, relations with community, and attention to details and routine.

Apprisal: The evaluatee signs the evaluation, but his signature does not signify that he concurs with the assessment. He does not receive a copy of the evaluation.

Appeal: The evaluatee may file a dissenting statement if he is not satisfied with the assessment.

SAN JOSE, CALIFORNIA (34,191)

Personnel evaluated: All administrative personnel.

Frequency: Annually during first two years of service; every third year thereafter.

Procedure: All administrative personnel are evaluated by their immediate superiors. The evaluatee is rated as "satisfactory" or "unsatisfactory" in 17 areas. Space is also provided on the evaluation form for a summary rating, general comments, and suggestions for improvement in those areas rated unsatisfactory. The evaluation is discussed in an informal evaluator-evaluatee conference.

Apprisal: The evaluatee signs the evaluation after discussing it with his evaluator. He also receives a copy of the evaluation.

Appeal: None reported.

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SAN JUAN SCHOOL DISTRICT, CALIFORNIA (Carmichael) (52,490)

Personnel evaluated: Directors; consultants; deans; principals; assistant principals.

Frequency: Annually throughout service (no probationary period).

Procedure: Directors, consultants, and principals are evaluated by assistant superintendents; assistant principals and deans by principals. Informal evaluator-evaluatee conferences are held before, during, and after the evaluation. The evaluator provides comments on the evaluation in 12 areas of performance. Space is also provided for the evaluator to list the evaluatee's greatest strengths, areas requiring additional development or improvement, mutually-formulated plans for development and improvement, obstacles to the evaluatee's achieving performance goals, and comments on overall competence and ability.

Apprisal: The evaluatee signs the evaluation and also receives a copy.

Appeal: Space is provided on the evaluation form for the evaluatee to register a dissenting statement if he is not satisfied with the assessment.

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TORRANCE, CALIFORNIA (34,187)

Personnel evaluated: All central office and school building administrators.

Frequency: Annually throughout service (no probationary period).

Procedure: Principals are evaluated by the superintendent; assistant principals by principals; all central office administrators by the superintendent or appropriate division head. Evaluatees complete part of the evaluation form (see page 28) prior to the evaluation conference. They formulate their own objectives and plans for improvement; these objectives are related to the usual areas of school administration including curriculum, pupil personnel, community relations, and staff development. The evaluator makes an evaluation of the person's success in achieving his objectives and together they work out the implementation of plans for improvement. Space is also provided on the evaluation form for the evaluator's comments.

Apprisal: After the evaluation conference, the evaluatee signs the evaluation, but his signature does not signify that he concurs with the assessment. He does not receive a copy of the evaluation.

Appeal: The evaluatee may file a dissenting statement if he is not satisfied with the assessment.

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JEFFERSON COUNTY, COLORADO (Lakewood) (57,090)

Personnel evaluated: Assistant superintendents; directors; coordinators; principals; assistant principals.

Frequency: Annually during three-year probationary period and thereafter, except assistant principal, who is evaluated semiannually during probationary period.

(Continued)

JEFFERSON COUNTY, COLORADO (Continued)

Procedure: Assistant superintendents and directors are evaluated by the superintendent; coordinators by the assistant superintendents; principals by directors; assistant principals by principals. Informal evaluator-evaluatee conferences are held each spring to discuss the evaluation. The evaluation form is anecdotal, providing space for the evaluator's written comments under the headings "commendations" and "recommendations." The superintendent and assistant superintendent of personnel review all

Apprisal: The evaluatee signs the evaluation form, but his signature does not signify that he concurs with the assessment. He also receives a copy of the evaluation.

Appeal: The evaluatee may file a dissenting statement if he is not satisfied with the assessment.

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WASHINGTON, D. C. (149,306)

Personnel evaluated: All administrative and supervisory personnel.

Frequency: Annually during two-year probationary period and thereafter.

Procedure: Principals are evaluated by assistant superintendents of appropriate grade levels; assistant principals by principals; subject area supervisors by the deputy superintendent; most other administrative and supervisory personnel by an assistant superintendent. Each administrator is rated in the general terms of satisfactory or unsatisfactory, considering his status and performance in the areas of administration, supervision, and qualifications, as interpreted by guidelines on the rating sheet. The evaluation is a consideration in determining salary increments. The superintendent has final review of the rating.

Apprisal: The evaluatee receives a copy of his evaluation.

Appeal: None reported.

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BREVARD COUNTY, FLORIDA (Titusville) (56,482)

Personnel evaluated: All administrative and supervisory personnel.

Frequency: Annually throughout service to comply with state law (no probationary period).

Procedure: All personnel are evaluated by their immediate superiors. Informal evaluator-evaluatee conferences are held before and during the evaluation. Administrators are rated on a nine-point scale in nine areas: quality of work, quantity of work, work attitude, reliability, cooperativeness, health, personal appearance, tardiness, and absence. A general evaluation is made on the same nine-point scale. Space is also provided on the evaluation form for the evaluator's comments.

Apprisal: The evaluatee signs the evaluation but his signature does not signify that he concurs with the assessment. He also receives a copy of the evaluation.

Appeal: None reported.

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BROWARD COUNTY, FLORIDA (Ft. Lauderdale) (96,157)

Personnel evaluated: All administrative and supervisory personnel.

Frequency: Principals, annually during three-year probationary period and thereafter; all other administrators, semiannually during three-year probationary period and thereafter.

Procedure: Principals are evaluated by area coordinators; assistant principals and other school-level administrative and supervisory personnel by principals; county-level administrative personnel by the superintendent. Elementary principals are provided with a self-evaluation form which is cooperatively completed in a conference with the evaluating coordinator, along with the county assessment form required by state law. A special form is provided to record conference topics and special comments and instructions. Secondary principals are rated in conference with their area coordinators on 36 characteristics on a five-point scale, and also on the state-required

(Continued)

BROWARD COUNTY, FLORIDA (Continued)

form. The state-required assessment form, which must be completed for all administrative and instructional personnel in the system, calls for a satisfactory or unsatisfactory rating on 20 characteristics and provides space for general comments and recommendation regarding continuation of employment. All school-level evaluations are reviewed by the assistant superintendent for personnel; all county-level evaluations by the director of the evaluatee's department.

Apprisal: The evaluatee signs the assessment form prepared for all administrators, but his signature does not signify that he concurs with the evaluation. He receives a copy of this form.

Appeal: The evaluatee may file a dissenting statement within one week of signing the evaluation if he is not satisfied with the assessment.

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DADE COUNTY, FLORIDA (Miami) (217,947)

Personnel evaluated: Associate, assistant, and district superintendents; directors; principals; assistant principals.

Frequency: Annually during three-year probationary period and thereafter (state regulation).

Procedure: Associate, assistant, and district superintendents are evaluated by the superintendent; principals by district superintendents; assistant principals by principals and district directors. Evaluatees are rated on a nine-point scale in eight areas: performance, dependability, judgment, initiative, cooperativeness, personal characteristics, leadership, and organizing and managing ability. Space is also provided on the evaluation form for the rater's remarks. A rating below 3.5 indicates unsatisfactory work. A post-evaluation conference is held with the evaluatee when the evaluator or evaluatee requests one. Evaluations are reviewed by the superintendent and associate superintendent.

Apprisal: None, unless a post-evaluation conference is requested. Evaluatee does not sign the evaluation, nor does he receive a copy.

Appeal: None reported.

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HILLSBOROUGH COUNTY, FLORIDA (Tampa) (97,631)

Personnel evaluated: All administrative and supervisory personnel.

Frequency: Annually during three-year probationary period and thereafter (state regulation).

Procedure: Principals are evaluated by area directors or superintendents; assistant principals by principals; all other personnel by their immediate supervisors. Since self-evaluation is recommended, a copy of the evaluation form is given each administrator in the fall so that they will become familiar with the criteria to be used in evaluation. Informal evaluator-evaluatee conferences are held before, during, and after the evaluation. The evaluatee is rated as "satisfactory," "needs improvement," or "unsatisfactory" on 20 characteristics.

Apprisal: The evaluatee signs the evaluation, but his signature does not signify that he concurs with the assessment. He also receives a copy of the evaluation.

Appeal: If the evaluatee is not satisfied with the assessment, he may file a dissenting statement with the assistant superintendent for personnel not later than one week after he signs the evaluation.

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ATLANTA, GEORGIA--city schools (112,182)

Personnel evaluated: Principals; assistant principals; head teachers; supervisors; coordinators; directors.

Frequency: Annually during three-year probationary period; informally thereafter.

(Continued)

ATLANTA, GEORGIA (Continued)

Procedure: Self-evaluation is recommended. Informal evaluator-evaluatee conferences are held before, during, and after the evaluation. The evaluator rates the evaluatee on a five-point scale in the areas of professional or job knowledge, leadership, organization and planning, communication skills, personal characteristics, staff relationships, community relations, and instructional and curriculum supervision. The evaluation is reviewed by a reviewing officer.

Apprisal: The evaluatee signs the evaluation, but his signature does not signify that he concurs with the assessment. The evaluatee does not receive a copy of the evaluation.

Appeal: The evaluatee may file a dissenting statement if he is not satisfied with the assessment.

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SAVANNAH-CHATHAM COUNTY, GEORGIA (Savannah) (41,401)

Personnel evaluated: Principals; assistant principals; all central office personnel.

Frequency: Annually during first three years; every third year thereafter.

Procedure: Principals are evaluated by members of the central instructional staff; assistant principals by principals; all central office personnel by their immediate superiors. Self-evaluation is recommended. Informal evaluator-evaluatee conferences are held during and after the evaluation. Principals and assistant principals are rated as "excellent," "satisfactory," or "unsatisfactory" on 20 subfactors in the general areas of personal qualities, organization, instructional skills, and relationship. Supervisory personnel are rated on the same scale in the areas of personal qualities, quality of work, job knowledge, attitude, work habits, dependability, and professional and public relationships.

Apprisal: The evaluatee signs the evaluation after discussing it with the evaluator. He also receives a copy of the evaluation.

Appeal: The evaluatee may file a dissenting statement if he is not satisfied with the assessment.

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HAWAII--entire state (169,004)

Personnel evaluated: Deputy, assistant, and district superintendents; personnel officers; staff and curriculum specialists; principals; vice principals.

Frequency: Annually throughout service (no probationary period).

Procedure: Deputy, assistant, and district superintendents are evaluated by the superintendent; personnel officers and curriculum specialists by the district or assistant superintendent; staff specialists by the assistant superintendent; principals by district superintendents; assistant principals by principals. Informal evaluator-evaluatee conferences are held before, during, and after the evaluation process. Central office personnel are rated on a five-point scale in the areas of professional and/or technical competence, administrative and supervisory skills, and potential for growth. Principals and vice principals are rated on a five-point scale on 27 subfactors in the general areas of instructional program, pupil personnel program, staff relations, management functions, community relations, departmental relations, and efforts toward professional improvement. Both central office and school building personnel also receive a summary rating on the same scales. The rating an administrator receives has a direct bearing on his salary increments.

Apprisal: The evaluatee signs the evaluation, but his signature does not signify that he concurs with the assessment. He also receives a copy of the evaluation.

Appeal: The evaluatee may file a dissenting statement if he is not satisfied with the assessment.

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CHICAGO, ILLINOIS (578,264)

Personnel evaluated: Principals.

Frequency: Semiannually during three-year probationary period and thereafter (board policy).

(Continued)

CHICAGO, ILLINOIS (Continued)

Procedure: District superintendents rate principals on the basis of broad, general areas of responsibility, such as organizational and management skill. Ratings are given in terms of "superior," "excellent," "satisfactory," or "unsatisfactory" on a list of personnel submitted to the central office.

Apprisal: Evaluatees are not informed of their rating, and do not receive copies since individual forms are not used.

Appeal: None reported.

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WHEATON, ILLINOIS (10,000 est.)

Personnel evaluated: Principals; assistant principals; assistant superintendents; curriculum specialists.

Frequency: Principals, annually; assistant principals and curriculum specialists, semiannually; assistant superintendents on no scheduled basis. (No probationary period for administrators.)

Procedure: Principals, who are evaluated by the superintendent and the assistant superintendent for personnel, are requested to prepare responses to categorical questions on an evaluation guide issued at a regular administrative meeting. A schedule of visitation with each principal is set up by the assistant superintendent for personnel. He and the superintendent routinely meet with the principal in the latter's office midway in the second semester. In these meetings informality is sought and a goal of reinforcement concurrent with a setting of expectations is aimed for. Beyond general self-appraisal, questions requiring objective answers may be asked, such as "what have you done to help a teacher reach her target?" If there is concern about a principal's performance, it usually would have been identified earlier. In the evaluation session questions concerning corrective adjustment would be asked. In some cases central office help would be offered, perhaps imposed if needed.

Curriculum specialists are evaluated by the superintendent and the assistant superintendent for personnel; assistant superintendents by the superintendent; assistant principals by principals. Evaluation of these personnel is less formalized than evaluation of principals; no evaluation forms are used in these appraisals. However, principals are "invited" to fill out a special form rating central office administrators on a five-point scale on 14 factors pertaining to personal qualities, professional standards, and public relations.

Apprisal: A copy of the evaluation is given to the principal.

Appeal: None reported.

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ELKHART, INDIANA (13,541)

Personnel evaluated: Directors; supervisors; counselors; principals; assistant principals.

Frequency: Once in first, second, fifth years of service; every three years thereafter (no probationary period).

Procedure: All personnel are evaluated by their immediate superior or by a person designated by the superintendent or appropriate assistant superintendent. Self-evaluation is recommended. The evaluatee is rated as "superior," "adequate performance," or "needs improvement" on 66 subfactors in the general areas of personal qualities, professional qualities, instructional leadership, and administrative effectiveness. A general statement of overall evaluation is also made. Evaluations are completed in a personal conference not later than April 1. All evaluations are reviewed by the appropriate assistant superintendent.

Apprisal: The evaluatee signs the evaluation form, but his signature does not signify that he concurs with the assessment. He also receives a copy of the evaluation.

Appeal: The evaluatee may request evaluation by a third party if he is not satisfied with the assessment. Space is provided on the evaluation form for the evaluatee's comments.

FORT WAYNE, INDIANA (40,529)

Personnel evaluated: All administrative and supervisory personnel.

Frequency: As needed or requested throughout service.

Procedure: If an administrator feels an evaluation would be of benefit to him or when evaluation of an individual is requested by a superior, the administrator completes a self-evaluation sheet on which he indicates from among eight areas the three in which he feels he has the greatest strength and the three in which he has the least strength. The eight areas are: relationships with the superintendent and his staff, with teachers, with students, and with parents and public; personal characteristics; professional growth; supervisory practices; and administrative practices. The administrator submits his self-evaluation to the superintendent, who discusses it with the administrator in an informal conference.

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GARY, INDIANA (49,132)

Personnel evaluated: Administrators; supervisors; consultants; coordinators.

Frequency: Annually throughout service (no probationary period).

Procedure: Each division head or administrator delegated by the superintendent (assistant superintendent, director, general supervisor) evaluates the administrative personnel within his division; division heads are evaluated by the superintendent; principals by the superintendent or the assistant superintendent for instruction; assistant principals by principals. Each administrator prepares a summary of activities and accomplishments during the past year and major concerns for the next year (see form on page 34), which he submits to the superintendent and each administrator to whom he is responsible by mid-January. Pre-evaluation conferences also provide data to assist the evaluator in his assessment. The evaluator then completes a form for each evaluatee (see page 35) on which he describes his social and personal qualities and evaluates his professional qualities and leadership activities in relation to identified problems or tasks in the area of major responsibility. The evaluator also evaluates the administrator on 14 characteristics and/or qualities, rating him on a five-point scale. The superintendent reviews and signs all evaluations.

Apprisal: The evaluatee signs the evaluation and also receives a copy of it. Every two years, an informal evaluator-evaluatee conference is held to discuss the evaluation; an evaluatee may request an annual conference if he so desires.

Appeal: The evaluatee may file a dissenting statement with the superintendent if he is not satisfied with the assessment.

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SOUTH BEND, INDIANA (37,585)

Personnel evaluated: All administrative and supervisory personnel.

Frequency: Annually throughout service (no probationary period).

Procedure: The superintendent evaluates the assistant superintendents of business and instruction, his administrative assistant, and the director of personnel. These in turn each make an evaluation of each administrator in the system. In addition principals are also evaluated by the directors of elementary or secondary education, as appropriate. Supervisory personnel in subject area fields are evaluated by the director of curriculum development. Assistant principals also receive an evaluation from their building principals. Each evaluator rates the evaluatee on a five-point scale in the areas of organization and administration; instructional leadership; relationships with staff, community, and students; staff supervision and development; and professional growth. The director of personnel reviews all evaluations and discusses them with the evaluatees in post-evaluation conferences. Evaluations are considered in determining salary increments.

Apprisal: None, other than post-evaluation conference described above. He does not sign the evaluation, nor does he receive a copy.

Appeal: None reported.

SHAWNEE MISSION, KANSAS--High School District (17,498)

Personnel evaluated: Principals; assistant principals; all central office personnel.

Frequency: Annually throughout service to comply with board policy (no probationary period).

Procedure: Individual members of the Administrative Council, consisting of the superintendent and assistant superintendents, evaluate administrative and supervisory personnel. Informal evaluator-evaluatee conferences are held before, during, and after the evaluation period. Evaluatees are rated on a five-point scale on 38 subfactors in the general areas of personal and professional qualities, staff relations, and administrative and supervisory performance. Space is provided for comments in the five general areas for identifying job targets to further strengthen the effectiveness of the evaluatee, for general comments, and for recommendations regarding future assignments. A summary rating of "superior," "standard," or "substandard" is also given. The Administrative Council as a whole reviews all evaluations. The evaluations are considered in determining salary increments.

Apprisal: The evaluatee signs the evaluation, but his signature does not signify that he concurs with the assessment. He also receives a copy of the evaluation.

Appeal: None reported.

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WICHITA, KANSAS (69,735)

Personnel evaluated: Deputy superintendent; administrative assistant to the superintendent; division directors; directors; assistant directors; coordinators; consultants; supervisors; research specialist; principals; assistant principals.

Frequency: At least once each year during three-year probationary period and thereafter.

Procedure: The deputy superintendent, administrative assistant to the superintendent, division directors, and research specialist are evaluated by the superintendent; directors, supervisors, assistant directors, consultants, and coordinators by division directors; principals by the director of the appropriate instructional level; assistant principals by principals. Self-evaluation is recommended. Informal evaluator-evaluatee conferences are held during the evaluation to rate the administrator on a five-point scale in the areas of administration or supervision, leadership, communications, personality traits, and health. The evaluator also makes a summary evaluation on the same scale and space is provided for his comments. A conference with the evaluatee is held after the evaluation only in the case of questionable probationary administrators. The evaluation is reviewed by the superintendent, deputy superintendent, and division director of personnel services, and it is a consideration in determining salary increments and placement on level of responsibility.

Apprisal: Only questionable probationary administrators are informed of their evaluation.

Appeal: None reported.

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JEFFERSON COUNTY, KENTUCKY (Louisville) (81,734)

Personnel evaluated: Supervisors; directors; coordinators; principals; assistant principals.

Frequency: Constantly.

Procedure: The district employs one person who spends his entire time working with elementary principals on such matters as school organization, curriculum, and general improvement of instruction. He keeps a file on each elementary principal and includes in the file some information from each conference. Periodically he meets with the associate superintendent in charge of instruction to review the file of each individual. On the high school level, the associate superintendent in charge of instruction and the assistant superintendent in charge of supervision and curriculum hold monthly meetings to discuss organizational and other administrative problems with the principals. Since this is a small group, the face-to-face contact makes it possible to provide a continuous program of evaluation. Supervisors, directors, and coordinators are constantly evaluated by their immediate superiors. Both positive and negative factors are considered and face-to-face conferences are held to consider both. The day-to-day programs of supervisors, directors, and coordinators are constantly evaluated, as are their annual reports.

(Continued)

JEFFERSON COUNTY, KENTUCKY (Continued)

Apprisal: The evaluatee is apprised of his evaluation during the informal conferences. No evaluation forms are used.

Appeal: If at any time the evaluatee is not satisfied with the assessment, he may file a dissenting statement.

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NEW ORLEANS, LOUISIANA (107,834)

Personnel evaluated: Directors; supervisors; assistant supervisors; coordinators; consultants; principals; assistant principals.

Frequency: Semiannually during three-year probationary period; thereafter only when applying for promotion.

Procedure: Directors and coordinators are evaluated by the assistant superintendents of instruction and pupil personnel; consultants by the assistant superintendents of their districts and of instruction; supervisors by directors of instruction; assistant supervisors by supervisors; principals by the assistant superintendents of their districts; assistant principals by principals. Separate forms are used for school building and central office personnel. Space is provided on each form for the evaluatee to rate himself and for the evaluator to place his rating beside the evaluatee's. Both forms provide space for rating in nine areas--personality, personal appearance, emotional stability, initiative, ability to work with others, reliability, leadership ability, professionalism, and community relationship. Principals and assistant principals are also rated on physical health, ability to stimulate learning, and sympathetic understanding of children. Central office administrators are rated on two additional points--judgment and office management. Rating of each area and a summary rating are made on a four-point scale from "excellent" to "unsatisfactory." On the form used for central office personnel, space is provided for comments by the evaluator, the evaluatee, and the reviewers (department head, division head, director of personnel, and superintendent).

Apprisal: Evaluatees are informed of their rating in a post-evaluative conference; central office personnel sign their evaluation forms. All personnel receive copies of their evaluations.

Appeal: The evaluatee may file a dissenting statement if he is not satisfied with the assessment; in the case of central office personnel, space is provided on the form for the evaluatee to register a dissenting statement.

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BALTIMORE, MARYLAND, city schools (192,697)

Personnel evaluated: All educational staff members.

Frequency: Annually throughout service; additional evaluation when needed.

Procedure: Principals are evaluated by directors and assistant superintendents; assistant principals by principals. Self-evaluation is recommended. Four basic forms and three supplemental forms are used to report evaluations. One form lists all persons evaluated as "satisfactory" or "unsatisfactory." Separate forms are used to list evaluatees with outstanding abilities, for those with marked weaknesses, and for those whose work is unsatisfactory. Persons listed on one of these three sheets are then given separate, detailed evaluations. Informal evaluator-evaluatee conferences are held during and after the evaluation process with administrators with marked weaknesses or whose work is unsatisfactory. All evaluations are reviewed by a director or assistant superintendent other than the original evaluator.

Apprisal: In cases of unsatisfactory evaluations, the evaluatee receives a copy of the evaluation and also signs the evaluation; however, his signature does not signify that he concurs with the assessment.

Appeal: The evaluatee may file a dissenting statement if he is not satisfied with the assessment.

MONTGOMERY COUNTY, MARYLAND (Rockville) (116,340)

Personnel evaluated: All administrative and supervisory personnel.

Frequency: Annually during two-year probationary period; every third year thereafter. Also when changing positions, when a new immediate superior is appointed, and upon special request of evaluatee or his supervisor.

Procedure: Principals are evaluated by their area directors; assistant principals by principals; all other administrative and supervisory personnel by their immediate supervisors. Self-evaluation is recommended. The evaluator makes narrative statements about the evaluatee's performance in four areas--personal qualities, professional qualities and growth, instructional leadership, and performance--and indicates his strengths and goals for improvement in each of these areas. Space is also provided for general comments in three areas--overall evaluation, recommendation for continuing assignment or reassignment, and special salary consideration (defer or accelerate increment). The evaluator's immediate supervisor reviews the evaluation.

Apprisal: The evaluations are discussed in a post-evaluation conferences with the evaluatee. The evaluatee signs the evaluation, but his signature does not signify that he concurs with the assessment. He also receives a copy of the evaluation.

Appeal: The evaluatee may request a conference with the evaluator's immediate superior if he is not satisfied with the assessment.

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BOSTON, MASSACHUSETTS (92,120)

Personnel evaluated: All administrative personnel.

Frequency: Once during one-year probationary period; biennally thereafter.

Procedure: Principals evaluate all personnel under their jurisdiction (assistant principals, heads of departments, guidance counselors) on a five-point scale from A1 (superior) to 4 (unsatisfactory). If requested, principals must give reason for a rating, and any person evaluated by a principal may appeal his rating to the district assistant superintendent. Principals and all other administrative personnel are rated on the same scale by a district assistant superintendent or an associate superintendent. These biennial ratings are entered on the personnel record of each administrator, and the last three biennial ratings are given great weight in promotional ratings.

Apprisal: The evaluatee may be requested to sign the evaluation form, but his signature does not signify that he concurs with the assessment. He may also request a copy of the evaluation.

Appeal: The evaluatee may file a dissenting statement if he is not satisfied with the assessment.

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DEARBORN, MICHIGAN (22,093)

Personnel evaluated: All administrative and supervisory personnel.

Frequency: Annually throughout service to comply with board policy (no probationary period).

Procedure: Each administrator meets with his immediate supervisor in conference for the purpose of discussing the administrator's performance in relation to five categories of administrative performance. Each party completes an evaluation form prior to the conference, rating the evaluatee as "satisfactory," "improvement needed," or "does not pertain" on each of 24 subfactors in the general areas of administrative skills, professional growth, community relationships, staff relationships, and personal qualities. The conference is relaxed and informal. A summary evaluation of overall performance is also made and includes comments, suggestions and/or objections by either party. The evaluation is reviewed by the superintendent.

Apprisal: The evaluatee signs the evaluation form, but his signature does not signify that he concurs with the evaluation. He also receives a copy of the evaluation.

Appeal: Space is provided on the evaluation form for the evaluatee to register his objections if he is not satisfied with the assessment.

WARREN, MICHIGAN (18,293)

Personnel evaluated: All administrative and supervisory personnel.

Frequency: Once during one-year probationary period and each year thereafter.

Procedure: Principals are evaluated by the director of elementary or secondary education; assistant principals by principals; all other personnel by their immediate supervisors. A special form is provided for directors to solicit from all central office departments comments on individual principals' competencies and relationships. Self-evaluation is recommended. Informal evaluator-evaluatee conferences are held before, during, and after the evaluation to establish rapport and discuss the administrator's growth. The evaluator rates the evaluatee as "commendable," "satisfactory," or "needs improvement" on more than 40 subfactors in the general areas of supervision of instruction, general administration, and community relationships. Space is provided for the evaluator's comments on each item, his general comments, and his recommendation regarding future employment.

Apprisal: The evaluatee signs the evaluation, but his signature does not signify that he concurs with the assessment. He also receives a copy of the evaluation.

Appeal: The evaluatee may file a dissenting statement if he is not satisfied with the assessment.

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MINNEAPOLIS, MINNESOTA (70,960)

Personnel evaluated: Principals; assistant principals; directors.

Frequency: Annually for assistant principals, elementary principals, and directors, and semiannually for secondary principals during three-year probationary period (board policy); as needed thereafter.

Procedure: Directors are evaluated by assistant superintendents; principals by directors; assistant principals by principals. Self-evaluation is recommended. Informal evaluator-evaluatee conferences are held before, during, and after the evaluation. The evaluator submits a descriptive statement on the form provided and includes his recommendation regarding re-employment. The evaluation is reviewed by the personnel department and the administrative staff.

Apprisal: The evaluatee signs the evaluation, but his signature does not signify that he concurs with the assessment. He also receives a copy of his evaluation.

Appeal: The evaluatee has the opportunity to react both directly to the evaluator and in writing on the form for subsequent review if he is not satisfied with the assessment.

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JACKSON, MISSISSIPPI (38,861)

Personnel evaluated: All certificated personnel.

Frequency: Semiannually throughout service (no probationary period).

Procedure: Principals are evaluated by assistant superintendent; assistant principals by principals; all other personnel by their immediate superiors. Self-evaluation is recommended. The evaluatee is rated on a five-point scale in seven areas. Space is also provided for the evaluator to record any notable change in expected professional performance or personal behavior. The director of personnel reviews all evaluations.

Apprisal: The evaluatee does not sign the evaluation, nor does he receive a copy.

Appeal: None reported.

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KANSAS CITY, MISSOURI (74,997)

Personnel evaluated: Assistant superintendents; general and special directors; assistant directors; supervisors; general coordinators; principals; assistant principals.

Frequency: Once during one-year probationary period; every three years thereafter.

(Continued)

KANSAS CITY, MISSOURI (Continued)

Procedure: Assistant superintendents are evaluated by the superintendent; general and special directors, assistant directors, supervisors, and general coordinators by the assistant superintendent in charge of the division in which the individual works. Principals and assistant principals are evaluated by assistant superintendents, each of whom judges the evaluatee in areas pertaining to his division. The evaluatee is rated as "satisfactory" or "improvement needed" in nine areas: personal qualities, leadership, enthusiasm for work, organization and administration, supervision, problem solving, human relations, communications, and routine matters and details. Space is also provided on the form for the evaluator's comments in each of the nine areas. An informal evaluator-evaluatee conference is held after the evaluation is completed. The evaluation is reviewed by the assistant superintendent in charge of administrative services.

Apprisal: The evaluatee signs the evaluation, but his signature does not signify that he concurs with the assessment. He also receives a copy of the evaluation.

Appeal: Space is provided on the evaluation form for the evaluatee to register a dissenting statement if he is not satisfied with the assessment.

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ST. LOUIS, MISSOURI (116,795)

Personnel evaluated: Assistant superintendents; directors; assistant directors; principals; assistant principals.

Frequency: Annually during two-year probationary period and thereafter.

Procedure: Assistant superintendents are evaluated by the superintendent or deputy superintendent; directors by deputy or assistant superintendent; assistant directors by assistant superintendent or by directors; principals by assistant superintendents; assistant principals by principals. Personnel are rated as "satisfactory," "needs improvement," or "unsatisfactory" in areas which pertain to their responsibilities and personal qualifications; space is also provided on the evaluation form for an overall rating and general comments. A different form is used for each administrative position. An informal evaluator-evaluatee conference is held after the evaluation is completed. The evaluation is reviewed by the superintendent or deputy superintendent in the case of central office personnel, and by the director or assistant superintendent in the case of school building personnel.

Apprisal: The evaluatee signs the evaluation form, but his signature does not signify that he concurs with the assessment. He may also receive a copy of the evaluation.

Appeal: The evaluatee may file a dissenting statement if he is not satisfied with the assessment.

* * *

LINCOLN, NEBRASKA (29,207)

Personnel evaluated: All administrators below the rank of assistant superintendent.

Frequency: Annually throughout service (no probationary period).

Procedure: Central office personnel are evaluated by their immediate superior and the Administrative Cabinet (superintendent and assistant superintendents); principals by the Administrative Cabinet; assistant principals by principals. Each administrator completes a self-evaluation and submits it to his evaluator. The evaluator completes the same evaluation form, rating the administrator on a five-point scale on 33 subfactors in the general areas of personal and professional qualifications and administrative and supervisor performance. Space is also provided for an overall rating and comments in each category, as well as for general comments and for recording job targets and help received. An informal evaluator-evaluatee conference is held to discuss both evaluations. The evaluator records all help given and recommendations made, and shows these to the evaluatee before submitting them to the personnel office. The final rating is considered in making salary increment decisions. All evaluations are reviewed by the Administrative Cabinet.

(Continued)

LINCOLN, NEBRASKA (Continued)

Apprisal: The evaluatee signs the evaluation after discussing it with the evaluator, but his signature does not signify that he concurs with the assessment. He also receives a copy of the evaluation.

Appeal: The evaluatee may file a dissenting statement if he is not satisfied with the assessment.

* * *

CLARK COUNTY, NEVADA (Las Vegas) (62,914)

Personnel evaluated: Associate superintendents; area administrators; directors; coordinators; specialists; teacher consultants; principals; assistant principals.

Frequency: Annually throughout service (no probationary period).

Procedure: Associate superintendents are evaluated by the superintendent; area administrators by the associate superintendent for administration; directors by associate superintendents; coordinators, specialists, and teacher consultants by directors; principals by their area administrators; assistant principals by principals. Self-evaluation is recommended. The evaluatee is rated on a five-point scale on 35 subfactors in the general areas of administration and organization, instruction and supervision, staff relations, professional growth, personal characteristics. Space is also provided on the evaluation form for the evaluator's comments in each area. A conference is held after the evaluation is completed.

Apprisal: The evaluatee signs the evaluation, but his signature does not signify that he concurs with the assessment. He also receives a copy of the evaluation.

Appeal: The evaluatee may file a dissenting statement if he is not satisfied with the assessment.

* * *

WASHOE COUNTY, NEVADA (Reno) (26,347)

Personnel evaluated: Principals and assistant principals.

Frequency: Every third year throughout service (no probationary period).

Procedure: Principals are evaluated by the superintendent; assistant principals by principals. Self-evaluation is recommended. Conferences are held before, during, and after the evaluation period. The evaluation is a two-part procedure. In Part I the administrator is rated as "superior," "satisfactory," or "needs to improve" in 22 activities or characteristics grouped under three headings: administration performance, professional responsibilities, and personal characteristics (see form on page 48). Part II consists of a structured interview which emphasizes the position and the duties performed in the school as a whole. A written summary of the evaluation is made, based on the administrator's responses to the questions put to him in the interview (see form on page 49). Evaluations of assistant principals are reviewed by the administrative assistant in personnel.

Apprisal: The evaluatee signs the evaluation form, but his signature does not signify that he concurs with the assessment. He also receives a copy of the evaluation.

Appeal: The evaluatee may file a dissenting statement if he does not concur with the assessment.

* * *

BUFFALO, NEW YORK (72,639)

Personnel evaluated: Assistant superintendents; directors; supervisors; principals; assistant principals.

Frequency: Semiannually during three-year probationary period; no evaluation in permanent status.

Procedure: Assistant superintendents are evaluated by an associate superintendent; directors by an assistant superintendent; supervisors by directors; principals by the associate superintendent for instruction; assistant principals by principals. Informal evaluator-evaluatee conferences are held during the evaluation process. The evaluator

(Continued)

BUFFALO, NEW YORK (Continued)

rates the degree to which the evaluatee has demonstrated understanding and competence in 37 areas. The evaluation form also provides space for the evaluator to note significant strengths and weaknesses, and to include information on conferences held with the evaluatee and specific guidance or advice given. The evaluator's immediate superior reviews the evaluations he makes.

Apprisal: The evaluatee does not sign the evaluation, nor does he receive a copy.

Appeal: None reported.

* * *

NEW YORK, NEW YORK (1,109,664)

Personnel evaluated: Principals; assistants to principals; administrative assistants; chairmen of departments.

Frequency: Annually during three-year probationary period and thereafter.

Procedure: Principals are evaluated by their district superintendents; assistants to principals, administrative assistants, and chairmen of departments by their principals. During the probationary period, self-evaluation is recommended. Informal evaluator-evaluatee conferences are held during and after the evaluation period. The evaluator writes narrative comments on the evaluatee's performance in the areas of personal characteristics, school administration and management, instructional program, and school community relations. The district superintendent reviews all evaluations. Evaluation after acquiring permanent status is less formal; the administrator is given only a "satisfactory" or "unsatisfactory" summary rating by the assistant superintendent who considers performance in the areas of leadership, administration, supervision, and achievement of results.

Apprisal: The evaluatee signs the evaluation form, but his signature does not signify that he concurs with the assessment. He also receives a copy of the evaluation.

Appeal: The evaluatee may file a dissenting statement if he is not satisfied with the assessment.

* * *

ROCHESTER, NEW YORK (45,594)

Personnel evaluated: All probationary administrators and supervisors.

Frequency: Annually during three-year probationary period; informally each year thereafter.

Procedure: Principals are evaluated by two members of the central office staff; other building administrators and supervisory personnel are evaluated by their principals and one central office person on their instructional level; all other administrative and supervisory personnel by their immediate supervisors. Each evaluatee receives a special form on which to record his professional activities and his suggestions for improving his own work and the overall school administration (see form on page 37); he returns the completed form to his evaluator toward the end of the evaluation period. Informal evaluator-evaluatee conferences are held before, during, and after the evaluation to explain the evaluation process and outcome. Evaluations are made jointly by the two evaluators designated for each evaluatee. Evaluatees are rated on a four-point scale in twelve areas (see form on page 39), and the evaluators include a summary of the evaluatee's areas of strength, areas needing improvement, and general comments. The coordinator of personnel reviews all evaluations.

Apprisal: The evaluation is discussed with the evaluatee in a post-evaluation conference, and the evaluatee signs the form to signify only that the evaluation has been discussed with him. He does not receive a copy of the evaluation.

Appeal: The evaluatee may file a dissenting statement if he is not satisfied with the assessment.

* * *

CINCINNATI, OHIO (88,464)

Personnel evaluated: All administrators below the rank of assistant superintendent.

Frequency: In the first and third year of three-year probationary period; every four years thereafter (board policy). Also evaluated in second year of probation if performance is marginal or unsatisfactory.

(Continued)

CINCINNATI, OHIO (Continued)

Procedure: Directors are evaluated by assistant or associate superintendents; principals by directors; assistant principals by principals; all others are evaluated by their immediate superiors, usually the director in charge of a division or department. On the evaluation form (see pages 29-33), the evaluatee indicates the major areas of his responsibility. In those areas in which he wishes to improve his performance, he identifies specific job targets (performance objectives). He submits these to his evaluator for reactions on or before November 30. If both agree on the targets, efforts are made to achieve the targets during the year, and the results of these efforts become the basis for the evaluation at the end of the year. By March 31, the evaluatee completes his self-appraisal which he sends to the evaluator. The evaluator completes his assessment of the individual's extent of achievement in the major areas of responsibility and in his job targets; he also assesses the individual's over-all performance on a five-point scale according to nine performance factors. The evaluator then confers with his immediate superior who serves as reviewer on the tentative evaluations he has made. When they agree on final evaluations, the evaluator schedules an appraisal conference with the evaluatee at which time the self-appraisal and final evaluation are discussed.

Apprisal: In addition to the evaluator-evaluatee appraisal conference described above, the evaluatee signs the evaluation form to indicate completion of the process, not necessarily concensus. He also receives a copy of the evaluation.

Appeal: The evaluatee may dissent in whole or in part with the evaluator's appraisal judgment and may request a conference with both the evaluator and the reviewer.

* * *

MIDDLETOWN, OHIO (13,980)

Personnel evaluated: Principals.

Frequency: Annually throughout service (no probationary period).

Procedure: Each principal prepares a self-evaluation form on which he rates himself on a four-point scale in 11 areas and lists his major strengths and areas needing improvement. The superintendent, with the assistance of his staff, prepares an evaluation of each principal on the same form used by the principal. These two evaluations are discussed in conference by the superintendent and the principal. The evaluation is a consideration in determining the principal's salary.

* * *

SHAKER HEIGHTS, OHIO (8,200 est.)

Personnel evaluated: Assistant superintendent; directors of personnel, guidance, and elementary education; business manager; coordinators; directors of instruction; principals; assistant principals.

Frequency: Annually throughout service (no probationary period).

Procedure: All personnel are evaluated by their immediate supervisors. Self-evaluation is recommended. Informal evaluator-evaluatee conferences are held during the evaluation period. The evaluatee is rated on a five-point scale in six areas of performance and on a separate form on ten personal characteristics (see pages 45 to 47). The superintendent reviews with the evaluatee the rating he has received and its effect on merit salary increments.

Apprisal: The evaluatee receives a copy of the evaluations.

Appeal: At the time of his conference with the superintendent, the evaluatee may file a dissenting statement if he is not satisfied with the assessment.

* * *

EUGENE, OREGON (21,230)

Personnel evaluated: All administrative and supervisory personnel.

Frequency: Annually during three-year probationary period; every three years thereafter.

Procedure: Principals are evaluated by directors of education; assistant principals by principals; all other personnel by their immediate supervisors. Self-evaluation is recom-

(Continued)

EUGENE, OREGON (Continued)

mended. Informal evaluator-evaluatee conferences are held before, during, and after the evaluation period. The evaluatee is rated on a 10-point scale in 10 areas. These areas include the effectiveness of his relations with his subordinates, the community, and the students, and his capacity to elicit positive attitudes among these three groups. A 10-point scale is also used to evaluate his potential for advancement, his ability to develop new approaches and to utilize innovative ideas developed by others, and his overall effectiveness as an administrator. Space is also provided for the evaluator's general comments. The superintendent reviews evaluations made by directors, and directors review those made by principals.

Apprisal: The evaluatee signs the evaluation form, but his signature does not signify that he concurs with the assessment. He also receives a copy of the evaluation.

Appeal: The evaluatee may file a dissenting statement if he is not satisfied with the assessment.

* * *

PORTLAND, OREGON (78,612)

Personnel evaluated: Supervisors; directors; assistant supervisors; principals; assistant principals.

Frequency: Annually during three-year probationary period; every third year thereafter.

Procedure: Principals are evaluated by directors; assistant principals by principals; supervisors by the assistant superintendent of instruction; directors and assistant supervisors by the assistant superintendents of appropriate areas. Informal evaluator-evaluatee conferences are held before, during, and after the evaluation period. The results of such conferences are recorded in a letter report. Evaluations conducted by principals and directors are reviewed by an assistant superintendent.

Apprisal: The evaluatee signs the letter report, but his signature does not signify that he concurs with the assessment. He is also given a copy of the letter report.

Appeal: The evaluatee may file a dissenting statement if he is not satisfied with the assessment.

* * *

KNOX COUNTY, TENNESSEE (Knoxville) (18,742)

Personnel evaluated: Principals; assistant principals; supervisors.

Frequency: Annually throughout service (no probationary period).

Procedure: Principals, assistant principals, and supervisors evaluate themselves according to guidelines which have been provided. These self-evaluations are reviewed in informal evaluator-evaluatee conferences with the superintendent, directors of instruction, and supervisors, as appropriate, and a final evaluation is arrived at. This final evaluation is reviewed by the director of personnel or directors of instruction.

* * *

CORPUS CHRISTI, TEXAS (45,424)

Personnel evaluated: Directors; assistant directors; supervisors; consultants; principals; assistant principals.

Frequency: Annually during two-year probationary period; every three years thereafter for supervisors and consultants, every two years for others listed above.

Procedure: Principals, supervisors, and consultants are evaluated by directors and the assistant superintendent for instruction; directors by assistant superintendents; assistant directors by directors; assistant principals by principals. Consultants are rated on a five-point scale in 13 areas and receive general ratings on their personality, appearance, and health. Space is also provided to list dates and context of any evaluator-evaluatee conferences, including those required to discuss "less than competent" or "unsatisfactory" ratings. The evaluator then records his general statement of the consultant's effectiveness, listing major contributions during the past year. (See form on pages 43 and 44.)

(Continued)

CORPUS CHRISTI, TEXAS (Continued)

All other administrators are rated on a five-point scale in nine areas and receive a general rating on the same scale. Space is also provided on this form for a general statement of the employee's effectiveness and recommendation regarding renewal of contract. Evaluations of supervisors, consultants and assistant principals are reviewed by the director of personnel; evaluations of principals, directors, and assistant directors by the superintendent.

Apprisal: No apprisal other than post-evaluation conference for low ratings. The evaluatee does not sign his evaluation, nor does he receive a copy.

Appeal: None reported.

* * *

FORT WORTH, TEXAS (77,898)

Personnel evaluated: Principals; assistant principals; all central office administrative and supervisory personnel.

Frequency: Annually during one- to three-year probationary period and thereafter (board policy).

Procedure: Principals are evaluated by the director of elementary or secondary administration; assistant principals by principals; all central office administrators and supervisors by their immediate superiors. Self-evaluation is recommended. Informal evaluator-evaluatee conferences are held before and during the evaluation period. Evaluatees are rated as "satisfactory," "requires improvement," or "unsatisfactory" in 10 or 12 areas (varies by position). A rating of overall performance is given on the same scale, and space is provided for additional comments by the evaluator. The evaluation is reviewed by the rater's superior.

Apprisal: The evaluatee signs the evaluation form, but his signature does not signify that he concurs with the evaluation. He also receives a copy of the evaluation.

Appeal: The evaluatee may file a dissenting statement if he is not satisfied with the assessment.

* * *

SALT LAKE CITY, UTAH (36,381)

Personnel evaluated: All administrative and supervisory personnel.

Frequency: Annually during three-year probationary period; thereafter, only if requested by superintendent in case of position change or questionable performance.

Procedure: The superintendent evaluates all administrative and supervisory personnel; he may involve such members of his staff as he wishes in furnishing background information. Self-evaluation is recommended. Informal evaluator-evaluatee conferences are held before, during, and after the evaluation process. Specialists are rated on a special form on a five-point scale on 34 subfactors in five areas: personal characteristics, coordination of program, personnel administration, instructional leadership, and professional growth. Other administrators are evaluated on another form which calls for rating on a five-point scale on 49 subfactors in six areas: personal characteristics, school management, instructional leadership, staff relationships, public relations, and professional growth.

Apprisal: The evaluatee signs the evaluation form, but his signature does not signify that he concurs with the assessment. He also receives a copy of the evaluation.

Appeal: The evaluatee may file a dissenting statement if he is not satisfied with the assessment.

* * *

EDMONDS SCHOOL DISTRICT, WASHINGTON (Lynnwood) (27,177)

Personnel evaluated: Directors; consulting teachers; principals; assistant principals.

Frequency: Annually throughout service (no probationary period).

Procedure: Principals and consulting teachers are evaluated by the directors of elementary or secondary education; directors by assistant superintendents; assistant principals by principals. Self-evaluation is recommended. Informal evaluator-evaluatee con-

(Continued)

EDMONDS SCHOOL DISTRICT, WASHINGTON (Continued)

ferences are held, during which the administrator is evaluated on his "management by objectives" formulated during previous conferences. The evaluatee assumes a major role in setting the objectives.

Apprisal: The evaluatee is apprised of his rating in the above-mentioned conferences; no forms are used.

Appeal: None reported.

* * *

KANAWHA COUNTY, WEST VIRGINIA (Charleston) (60,110)

Personnel evaluated: Principals and assistant principals.

Frequency: Semiannually during three-year probationary period; every third year thereafter.

Procedure: Both principals and assistant principals are evaluated by the assistant superintendent and the director of the appropriate instructional level. Self-evaluation is recommended. Informal evaluator-evaluatee conferences are held before, during, and after the evaluation. The evaluatee is rated on a five-point scale on 45 subfactors in the general areas of personal traits, philosophy, qualities of leadership,-professional growth, faculty relationships, pupil relationships, community relationships, administration, and supervision. Space is also provided on the evaluation form for the evaluator's comments regarding outstanding qualities, needed improvements, and recommendations. The evaluation is reviewed by the assistant superintendent for personnel services.

Apprisal: The evaluatee signs the evaluation, but his signature does not signify that he concurs with the assessment. He does not receive a copy of the evaluation.

Appeal: The evaluatee may file a dissenting statement if he is not satisfied with the assessment.

* * *

* * *

MADISON, WISCONSIN (33,534)

Personnel evaluated: Central office coordinators; supervisors; directors; assistant directors; principals; assistant principals.

Frequency: Annually during two-year probationary period; thereafter, every third year or as requested by supervisor.

Procedure: Central office coordinators, supervisors, and assistant directors are evaluated by directors; directors by an assistant superintendent or the superintendent; principals by the directors of elementary or secondary education; assistant principals by principals. Each evaluatee lists on the evaluation form his most important long- and short-range goals in terms of performance expected. The evaluator lists the evaluatee's most important objectives for the year. About October 1, the evaluator and evaluatee have a conference to discuss the goals and to establish final goals for the performance review period. Prior to February 15 the evaluatee reviews his own job performance using the goal performance scale (see page 50) and rates himself on the general performance factors. During the third or fourth week of February the evaluator and evaluatee in conference review the job performance and complete the rating of the performance factors, so that the two ratings appear side by side on the evaluation form. The evaluator also makes a general evaluation of the evaluatee.

Apprisal: The evaluatee signs the evaluation form, but his signature does not signify that he concurs with the assessment. He also receives a copy of the evaluation.

Appeal: Space is provided on the evaluation form for the evaluatee's comments.

[*See explanation on page 11 of this Circular*]

Torrance Unified School District

Administrator Evaluation

_____ Administrator

_____ Position

Experience	Torrance	Other Districts	Total
1. Teaching	_____	_____	____
2. Administrative	_____	_____	____

_____ Current Date

I. Summary of Current School Year

A. Summary of Objectives (Instructional leadership; community, staff and student relations; plant and business management)

B. Evaluation of Objectives

II. Plans for Improvement

III. Implementation of Plans for Improvement

IV. Superintendent's Comments

_____ Administrator's signature

_____ Superintendent's signature

[See explanation on page 23 of this Circular]

CINCINNATI PUBLIC SCHOOLS

Appraisal of Administrative and Supervisory Performance

Name _____ Position _____

School or Office _____

Period Covered by Appraisal: 196___ - 196___ Appraisal Status _____

Instructions: Appraisal form should be completed in duplicate. Original for Evaluator: carbon copy for Appraisee. Original copy, when completed, sent to Division of Staff Personnel.

To Appraisee:
1. Prepare list of major areas of responsibility (Page 2)
2. Identify specific "job targets" (Page 3)
3. Clear above with Evaluator
4. Work to achieve "job targets." Seek help when needed
5. Complete self-appraisals (Pages 2 and 3)
6. Submit completed self-appraisals to Evaluator (both copies)

To Evaluator:
1. When requested, react to Appraisee's identification of (a) major areas of responsibility; (b) "job targets"
2. Provide Appraisee help and assistance
3. Analyze Appraisee's self-appraisals
4. Make tentative evaluation of Appraisee (Pages 2, 3 and 4)
5. Review tentative evaluation with Reviewer
6. Complete final evaluation of Appraisee (both copies)
7. Schedule and conduct appraisal conference with Appraisee (Original copy to Division of Staff Personnel; carbon to Appraisee)

To Reviewer:
1. Become as knowledgeable as possible with performance of Appraisee
2. React to evaluations of Evaluator
3. Question Evaluator as to validity of evaluations

Signatures: Signatures indicate completion of appraisal process. If Appraisee is dissatisfied with appraisal conference, he may request a review of the appraisal with both Evaluator and Reviewer.

Appraisee: _____ Date _____

Evaluator: _____ Date _____

Reviewer: _____ Date _____

Page 2.

Scope of Job -- Major Areas of Responsibility

Instructions:

To Appraisee - 1. List major areas of responsibilities (scope of job)
2. Indicate extent of achievement in each (self-appraisal)

To Evaluator - 1. Indicate an estimate of accomplishment in each (Evaluator's evaluation)

Evaluation Code - Use the number that best describes extent of achievement.

Low 1 2 3 4 5 High

MAJOR AREAS (List in topical form; elaboration not required)	Column 1 For Appraisee					Column 2 For Evaluator				
	1	2	3	4	5	1	2	3	4	5

Explanatory Comments (as desired)

Appraisee

Evaluator

Job Targets

Instructions: To Appraisee - 1. List specific targets upon which you plan to work.
2. Assess results attained at end of appraisal period (self-appraisal)

To Evaluator - 1. Evaluate appraisee's achievement of job targets (Evaluator's evaluation)

Evaluation Code - Use same code as for major areas.

JOB TARGETS (List in topical form; elaboration not required)	Column 1 For Appraisee					Column 2 For Evaluator				
	1	2	3	4	5	1	2	3	4	5

Explanatory Comments (as desired)

Appraisee	Evaluator

Page 4.

General Evaluation

Instructions: To Evaluator - In terms of your general knowledge gained in your contacts with the appraisee, assess his over-all general leadership qualities and performance.

Evaluation Code: Use same evaluation code as for previous sections.

Performance Factors			Encircle				
1. Knowledge	-	Extent of information and knowledge needed to function as an educational leader.	1	2	3	4	5
2. Planning	-	Degree to which careful planning is done before an action is taken.	1	2	3	4	5
3. Follow-Through	-	Evidence that planning and actions are carried out to a successful conclusion.	1	2	3	4	5
4. Organization	-	Extent to which own work is well-organized as well as that of those supervised.	1	2	3	4	5
5. Initiative	-	Evidence of ability to originate and develop constructive ideas and actions.	1	2	3	4	5
6. Decision-Making	-	Degree to which decisions are sound, timely and effectively carried out.	1	2	3	4	5
7. Communication	-	Extent to which both superiors, subordinates and staff are kept well-informed.	1	2	3	4	5
8. Ability to Motivate	-	Evidence of ability to inspire and challenge those whose performance is directed or supervised.	1	2	3	4	5
9. Ability to Develop	-	Extent of ability to promote development and growth of those directed or supervised.	1	2	3	4	5

General Comments of Evaluator

SUGGESTIONS FOR FILLING OUT APPRAISAL FORM

The following suggestions may be useful in the filling out of the appraisal form. Assume that the appraisee is an elementary school principal.

Page 1

1. Fill in data at top of page
2. Read instructions
3. Fill out bottom of page at completion of appraisal process

Page 2

1. Suggested areas of major emphasis might be:

   (a) Instructional leadership
   (b) Administration and organization of educational program
   (c) Staff personnel relationships
   (d) Pupil personnel activities
   (e) Business administration of school
   (f) Community and parent relations
   (g) Public and professional relations, etc.

2. Space for "General Comments" is provided for amplifying remarks related to major areas.

3. Evaluation scale is self-explanatory.

Page 3

1. "Job targets" are specific tasks or activities related to major areas of responsibility. For example:

   (a) Working with intermediate grade arithmetic teachers to improve instructional program
   (b) Reorganizing staff meetings
   (c) Revising pupil handbook
   (d) Setting up study committees to review current materials in language arts and social studies
   (e) Systematizing parent conferences, etc.

2. Space for comments by appraisee is provided for pertinent amplifying remarks.

3. Space for comments by evaluator is for same purpose as that of appraisee.

4. Appraisal scale is self-explanatory.

Page 4

1. Page four is for the use of the evaluator in making a general evaluation of the appraisee. The appraisal scale is self-explanatory.

[See explanation on page 16 of this Circular]

SCHOOL CITY OF GARY
Gary, Indiana

ADMINISTRATIVE - SUPERVISORY PERSONNEL REVIEW*

(This is a guide to be used in preparing a summary of activities and accomplishments. The summary should be a concise statement of information that the administrator or supervisor considers to be significant for himself and persons to whom he is responsible. The statement should be completed and copies distributed as follows on or before January 16, 1968: the original to the Superintendent, a copy to the division administrator, and a copy to each of the other administrators or supervisors to whom the staff member is responsible.)

1. Name, title, school or department, date

2. Major Concerns (Describe the major problems or tasks in your assignment that have demanded your attention during the past twelve months.)

3. Plans or Methods Used in Attacking Problems or Pursuing Tasks (Describe what is being done or what has been done during the last twelve months toward solving the problems or achieving desired goals. This may include past or present work with staff, pupils, resource personnel, parents, materials, programs, etc., directed toward solving problems or completing tasks.)

4. Significant Accomplishments (Note evidence of achievement during the last twelve months related to the major concerns in the assignment.)

5. Major Concerns for the Next Twelve Months (These may be listed or summarized in two sections: (a) Concerns related to the particular assignment, (b) Concerns related to the School City.)

* Principals' October and December quarterly reports, with a brief supplement, may serve in lieu of this summary statement.

School City of Gary

ADMINISTRATIVE AND SUPERVISORY EVALUATION RECORD

Name	Present Position	Training Level

Evaluation of Personal and Social Qualities:

Evaluation of Professional Qualities and Leadership Activities in Relation to Identified Problems or Tasks in the Area of Major Responsibility

General Comments:

Evaluation Summary:

___ Vitality and Vigor	___ Courage	___ Community Relationships
___ Poise and Tact	___ Loyalty	___ Acceptance of Responsibility
___ Stability	___ Efficiency	___ Work with People
___ Judgment	___ Leadership	___ Professional Development
___ Professional Ethics	___ Capacity for Growth	

Rating: 1 Outstanding 2 Strong 3 Satisfactory 4 Fair 5 Poor

*Signature of Staff Member Evaluated	Signature of Reviewer
Signature of Evaluator	Signature of Reviewer

Date _____ Approved by: _____
Superintendent

*Signature indicates that the evaluation has been read.

GENERAL EXPLANATION OF QUALITIES AND/OR CHARACTERISTICS
USED IN CONFIDENTIAL EVALUATION OF SCHOOL CITY
ADMINISTRATIVE AND SUPERVISORY PERSONNEL

All administrative and supervisory personnel of the School City are evaluated annually on fourteen qualities and/or characteristics. An individual conference is held with each member of the group at least once every two years because everyone has the right to know how his work is evaluated. Each individual may request an annual evaluation conference if he so desires.

The fourteen qualities or characteristics are evaluated by use of a one, two, three, four, and five scale. In general, these numbers are interpreted as follows: 1 Outstanding; 2 Strong; 3 Satisfactory; 4 Fair; 5 Poor.

It should be noted that these evaluations are recognized as being subjective. It should also be noted that satisfactory (3) for an administrative or supervisory staff member is interpreted to demand an extensive range of qualifications. Outstanding is interpreted to be almost perfect.

An explanation of the considerations in relation to each quality or characteristic follows:

Vitality and Poise	Health, attitude, energy, and drive
Poise and Tact	In relation to: individuals; human relationships; meeting problems and pressures; community and staff work; public appearances; communication skills
Stability	Emotional stability--facing problems objectively--control of temper--excitability
Judgment	Objectivity--soundness--seeking ramifications of decisions--common sense--business relationships--community and staff relationships
Professional Ethics	Understanding and practice of sound ethical procedures--fairness--decisions based on merit--channels suggestions for improvements to those who have the responsibilities
Courage	Willingness to do what is right--integrity--face problems squarely and realistically
Loyalty	To the community--to the School City--to policies of the Board of School Trustees--to administration--to objectives of the School City--to needs of boys and girls
Efficiency	Based on present assignment--how well the job is done--planning--action--organization of work--decision making--follow through
Leadership	Clear and well thought through objectives--delegation of responsibility and follow through--stimulation of professional growth of associates--inspiring enthusiasm and conscientious effort--establishment of two-way communication with staff--ability to get things done
Capacity for Growth	Understanding--desire--drive--willing to listen--ability to assess needs and use factual information.
Community Relationship	Public relations--respect and confidence of staff--students--parents--and co-workers--role in community activities
Acceptance of Responsibility	Attitude--decision making--organization--planning--follow through
Work with People	Manner of working with people--fairness-definitiveness-group discussion techniques--understanding--integrity--clarity of communication
Professional Development	Keeping up with developments in education--informed on research results--professional reading--additional courses--professional conferences

[See explanation on page 23 of this Circular]

CITY SCHOOL DISTRICT PERSONNEL DEPARTMENT ROCHESTER, NEW YORK

An Appraisal Of Performance For Administrative And Supervisory Personnel

(supplementary information)

NAME _____

ASSIGNMENT _____ _____ LOCATION _____

APPRAISAL PERIOD from _____ through _____

STATUS
(Circle one) Acting; 1st Yr. Prob.; 2nd Yr. Prob.; 3rd Yr. Prob.; Other (explain) _____

SUPPLEMENTARY INFORMATION

To be completed by the Administrator or Supervisor being evaluated.

Please complete this questionnaire and return it to the Administrator or Supervisor evaluating you. This information will serve to assist in completing your appraisal. It also offers an opportunity for making suggestions of value to the school system.

PLEASE COMPLETE AND RETURN TO _____

ON OR BEFORE _____ 19 _____ .

Please list the activities in which you are or have been engaged this year, noting any special functions you may have performed.

1. Work on system-wide committees _____

2. Membership and work in professional organizations _____

3. In-service training activities (include college or university courses; institution; hours credit received; etc.) _____

4. What activities have you engaged in, other than the foregoing, which you feel have contributed to your effectiveness? (include any you wish: home, recreation, travel, private study, etc.)

5. In the space provided, or on another sheet of paper, please describe:

   a. What you consider to be your most important contribution to your school or to the school system this year _____

   b. The additional help which you feel would be most likely to improve the quality of your work

   c. The suggestions you would make for the improvement of administration and for supervision on a system-wide basis _____

   d. The suggestions you would make for improved administration and for supervision in your school or in the department of which you are a member _____

   e. The suggestions you would make for the improvement of the appraisal system, or this form

Date _____ Signature _____

CITY SCHOOL DISTRICT PERSONNEL DEPARTMENT ROCHESTER, NEW YORK

An Appraisal Of Performance For Administrative And Supervisory Personnel

(to be used in evaluation of probationary or acting administrators and supervisors)

NAME _____

ASSIGNMENT _____ LOCATION _____

APPRAISAL PERIOD: from _____ through _____

STATUS
(Circle one) Acting; 1st Yr. Prob.; 2nd Yr. Prob.; 3rd Yr. Prob.; Other (explain) _____

DIRECTIONS:

Check all items listed on the following pages on the basis of your observations and contacts as follows:

A. Excellent when performance is outstanding.

B. Good when performance is entirely satisfactory and adequate for the requirements of the position.

C. Fair when performance is not quite of the quality expected of the position, but not entirely unsatisfactory. An explanatory comment should be made for each Fair rating.

D. Unsatisfactory when performance is definitely inadequate for the position. An explanatory comment must be made for each unsatisfactory rating.

Comments for Excellent or Good are optional.

E. No Data in cases where information is not available or the question does not apply.

If the administrator is completing the three year probationary period, the statement "Recommended for permanent appointment" or "Not recommended for permanent appointment" must be included under Summary Comments.

Every effort should be made to keep Comments and Evaluation Summary specific and objective.

An enclosed sheet of Supplementary Information is to be completed and returned by the administrator being evaluated.

Descriptive statements included under some of the general evaluation items should be considered as guidelines only. Your own comments must serve to clarify and give specific meaning or emphasis in individual cases.

PERSONAL AND PROFESSIONAL CHARACTERISTICS	Unsatisfactory	Fair	Good	Excellent	No Data
I. PERSONAL CHARACTERISTICS A. Appearance Comments:	☐	☐	☐	☐	☐
B. Speech and Voice Comments:	☐	☐	☐	☐	☐
C. Health and Vitality Comments:	☐	☐	☐	☐	☐
D. Emotional Stability Comments:	☐	☐	☐	☐	☐
II. LEADERSHIP CHARACTERISTICS (Willingness to make decisions and accept responsibility; Forcefulness; Ability to effect desirable changes) Comments:	☐	☐	☐	☐	☐
III. ENTHUSIASM AND INITIATIVE SHOWN IN WORK (Quality and quantity of output) Comments:	☐	☐	☐	☐	☐
IV. SUCCESS IN PROBLEM SOLVING (Judgment, logical thinking, creativity, imagination) Comments:	☐	☐	☐	☐	☐
V. PROFESSIONAL KNOWLEDGE AND UNDERSTANDING Comments:	☐	☐	☐	☐	☐

ADMINISTRATIVE AND SUPERVISORY PERFORMANCE

	Unsatisfactory	Fair	Good	Excellent	No Data
VI. SUCCESS IN ADMINISTRATION (Planning, organizing, communicating, influencing)	☐	☐	☐	☐	☐
Comments:					
VII. SUCCESS IN SUPERVISION (Evaluating and improving teaching; developing a strong instructional program)	☐	☐	☐	☐	☐
Comments:					
VIII. ABILITY TO BUILD MORALE (Democratic in interpersonal relations; delegates; listens to other points of view)	☐	☐	☐	☐	☐
Comments:					
IX. RELATIONS WITH COLLEAGUES	☐	☐	☐	☐	☐
Comments:					
X. RELATIONS WITH SCHOOL COMMUNITY	☐	☐	☐	☐	☐
Comments:					
XI. RELATIONS WITH STUDENTS	☐	☐	☐	☐	☐
Comments:					
XII. ATTENTION TO DETAIL AND ROUTINE	☐	☐	☐	☐	☐
Comments:					

EVALUATION SUMMARY

Areas of Strength:

Areas in need of improvement:

Summary Comments:

DATE _____

SIGNATURE OF
EVALUATOR _____ POSITION _____

SIGNATURE OF ADMINISTRATOR OR SUPERVISOR
BEING EVALUATED _____ POSITION _____

[See explanation on page 25 of this Circular]

CORPUS CHRISTI PUBLIC SCHOOLS
Corpus Christi, Texas

CONSULTANT EVALUATION FORM

NAME _____ DATE _____

ASSIGNMENT _____ SCHOOL _____

Most consultants are competent, pleasant, intelligent, sociable people; hence, the typical consultant with respect to any of the following statements would be in the middle of the distribution and would receive a rating of 3. Each item is to be considered individually.

(X) Check the appropriate column by using the following standard:

1-Outstanding
2-Highly Competent
3-Competent
4-Less Than Competent
5-Unsatisfactory
6-Not Applicable This Year

During the year of _____, the consultant has

	1	2	3	4	5	6
Worked to create a positive image of the Division of Instruction (and the teaching profession)						
Employed effective consultant skills						
Fulfilled consultant commitments to schools in relation to established schedule						
Accepted, developed, and implemented promising programs in the subject area						
Initiated new solutions to educational problems						
Accomplished an effective leadership role with key persons and other groups						
Provided for personal professional growth development						
Submitted requested information accurately and on time						
Maintained rapport with faculties and staff						
Provided effective evaluative measures for ongoing programs						
Supported community-oriented organizations						
Communicated effectively orally						
Communicated effectively in writing						

GENERAL STATEMENTS

Personality

Appearance

Health

Any areas that you have checked in columns 4 or 5 must have been reviewed with the consultant. The date and context of the conference is to be listed below.

List dates and context of any other conferences.

General statement of employee's effectiveness. List of major contributions to the district this year.

Recommendation of Assistant Supt. for Instruction:_____

_____

_____

Signature of Asst. Supt. for Inst.:_____

[See explanation on page 24 of this Circular]

SHAKER HEIGHTS CITY SCHOOL DISTRICT
SHAKER HEIGHTS, OHIO

MERIT EVALUATION SCALE
(Administrative Personnel)

Definition and Example of Evaluation Categories

I. The exercise of leadership is the most important responsibility of an administrator. For principals this category first means instructional leadership. For nonprincipals this category means bringing the service of your division or department to bear effectively in the interest finally of the instructional program.

This category also embraces all the general administrative duties of either routine, mechanical or special nature that are necessary to perform your responsibility in the district.

This category requires the administrator to "know his subject and area" as well as to apply effectively that knowledge.

II. Without the exercise of sound judgment we create a continuing stream of problems that deny us carrying out our basic responsibilities successfully. Judgment (horse sense) is difficult to define but is universally recognized. Every administrative position requires the exercise of judgment. Whatever decisions and acts will accomplish our mission in public education effectively, efficiently and with good will constitute the exercise of good judgment.

III. Every school and every administrative position has its unique problems and characteristics. Sometimes these vary from year to year. A school might be quite large in enrollment; a plant might be quite old; a P.T.A. might be more difficult; the equipment might be worn; there might be too many new teachers in a single year; illness might be general; you might be understaffed; budget limitations may operate; etc. How well we deal with our special problems or how well we capitalize on our special advantages is a measure of our competence as an administrator.

IV. You expect and need cooperation within your department or building. The same need exists for the entire system. The success of every administrative operation, in turn, depends upon the cooperation and service of another administrative unit. We must be actively concerned to secure cooperation toward the success of our phase of the program and, in turn, be concerned about the general welfare of the district.

V. It does matter what people think--especially about a public school system! What people think may not always be based on fact. Impressions people gather from all types of situations "label" each of us and the Shaker schools. If we are genuinely professional, competent, sincere, and friendly in all our personal contacts, all our "publics" will think well of the schools--and us.

VI. It is no longer possible to prepare to enter a profession and then have your professional preparation period behind you. Doctors, dentists, attorneys, architects--all must continue a program of professional study. Our profession is changing rapidly. Though change is not necessarily desirable, or comfortable, it is inevitable. "Progress" universally involves change. However, "change" does not automatically mean progress. The mountains of professional literature and the many professional meetings are formidable. We are already pressed for time. We have no choice but to aggressively strive to remain alert professionally. You know the many avenues.

ewh 5/66

SHAKER HEIGHTS CITY SCHOOL DISTRICT
SHAKER HEIGHTS, OHIO

EVALUATION SCALE
FOR
ADMINISTRATIVE PERSONNEL

CANDIDATE FOR EVALUATION _____

_____

DIRECTIONS: Please encircle the appropriate number in the scale.

	PERFORMANCE SCALE INADEQUATE SATISFACTORY OUTSTANDING
I. EXERCISE OF LEADERSHIP	
A. in total instructional program (or special field)	
1. as to knowledge of field (s)	. 5 . 4 . 3 . 2 . 1 .
2. as to application of knowledge	. 5 . 4 . 3 . 2 . 1 .
B. in general administration	. 5 . 4 . 3 . 2 . 1 .
II. EXERCISE OF JUDGMENT	
A. with other people	. 5 . 4 . 3 . 2 . 1 .
B. with program, plant, etc.	. 5 . 4 . 3 . 2 . 1 .
III. DEALING WITH SPECIAL PROBLEMS AND UNIQUE CHARACTERISTICS OF THE JOB RESPONSIBILITY (PERSONNEL, PLANT, EQUIPMENT, ETC.)	. 5 . 4 . 3 . 2 . 1 .
IV. PRACTICE OF COOPERATIVENESS WITHIN THE SYSTEM AND CONCERN FOR THE GENERAL WELFARE OF THE DISTRICT	. 5 . 4 . 3 . 2 . 1 .
V. SKILL IN AND ACHIEVEMENT OF DESIRABLE PUBLIC RELATIONS	
A. in particular relation to present responsibility	. 5 . 4 . 3 . 2 . 1 .
B. in general on behalf of the entire system	. 5 . 4 . 3 . 2 . 1 .
VI. CONTINUED DEVELOPMENT OF PROFESSIONAL CHARACTERISTICS	
A by effort made to be alert professionally	. 5 . 4 . 3 . 2 . 1 .
B. by contributions to the profession	. 5 . 4 . 3 . 2 . 1 .

Evaluation completed by _____ Date _____

Please return to: Superintendent

SHAKER HEIGHTS CITY SCHOOL DISTRICT
SHAKER HEIGHTS, OHIO

EVALUATION SCALE
FOR
PERSONAL CHARACTERISTICS

CANDIDATE FOR EVALUATION _____

_____

DIRECTIONS: Please encircle the appropriate number in the scale.

	INADEQUATE		SATISFACTORY		OUTSTANDING
GENERAL HEALTH AND ENERGY	5	4	3	2	1
GENERAL APPEARANCE AND MANNER	5	4	3	2	1
CULTURE AND REFINEMENT	5	4	3	2	1
OPEN-MINDEDNESS	5	4	3	2	1
TACT AND EMPATHY	5	4	3	2	1
SELF-CONTROL AND POISE	5	4	3	2	1
INTEGRITY	5	4	3	2	1
INDUSTRIOUSNESS	5	4	3	2	1
INITIATIVE	5	4	3	2	1
COOPERATIVENESS	5	4	3	2	1

Evaluation completed by _____ Date _____
(Name)

PLEASE RETURN THIS FORM TO: Superintendent
Shaker Heights City School District
15600 Parkland Drive
Shaker Heights, Ohio 44120

[See explanation on page 22 of this Circular]

ADMINISTRATOR EVALUATION

WASHOE COUNTY SCHOOL DISTRICT,
RENO, NEVADA

Administrator _____

School _____

	Superior	Satisfactory	Needs to improve
ADMINISTRATION PERFORMANCE			
1. Demonstrates leadership in administrative duties.			
2. Does continuous evaluation of curriculum.			
3. Ability to work with the P.T.A. and public.			
4. Accuracy and promptness of administrative reports and records.			
5. Demonstrates knowledge of finance and budget.			
6. Knowledge of new trends relating to education and the teaching profession.			
7. The school is organized and administered to provide maximum benefits for the school and the community.			
8. Keeping supplies on hand and supervising their use.			
9. Helping members of the staff as individuals and as members of group to identify problems in the school program and to develop methods of solving them.			
10. Make effective use of community resources within and outside the class-rooms.			
11. Promoting a school environment which is conducive to learning.			
12. Acceptance of responsibility toward professional growth through meetings, conferences, advanced study, reading, discussion, etc.			
PROFESSIONAL RESPONSIBILITIES			
1. Sees own assignment in relation to the total county program.			
2. Works constructively with all school personnel.			
3. Adheres to school and district regulations, policies, and procedures.			
4. Observes professional ethics in relationships with associates, parents, and public.			
PERSONAL CHARACTERISTICS			
1. Conducts self in manner favorable to the administrative profession.			
2. Seeks to understand situations before making judgments.			
3. Shows respect for opinions and beliefs of others.			
4. Exhibits tact and diplomacy.			
5. Gives careful attention to personal grooming and appearance.			
6. Gains the confidence and respect of others.			

Superintendent use only:

This Administrator is recommended for: (a contract) (probation) (dismissal)

Administrator's signature _____ Date_____ 19___

Superintendent's signature _____ Date_____ 19___

WASHOE COUNTY SCHOOL DISTRICT
Reno, Nevada

ADMINISTRATOR EVALUATION
PART II

Administrator _____

School _____

1. In order to obtain a clear idea of the position that you have, will you attempt to make a brief "job description" of your position. In this will you include some mention of those areas that you feel need more attention, which are receiving sufficient attention, which need additional time and/or improvement?

2. How would you suggest improving those areas mentioned as needing improvement? How can the central office staff help you achieve these goals?

3. What educational trends do you see evolving which will have direct effect upon your school?

4. List any teachers that you feel are not performing in an adequate manner.

   a) In each case - what, in your estimation, is causing this?
   b) What have you done to assist the teacher?
   c) What are your future plans insofar as this teacher is concerned? (Two years later or one year if necessary, what has been the effect of your conferences with the people listed on the last evaluation?)

5. Which teacher or teachers on your staff are capable of increased responsibility? What have you done to assist them prepare for the assumption of greater responsibility?

6. In what way can the services to your school be improved? Specifically, what is your rating of food services? What is your rating of maintenance? What is your rating of secretarial help?

7. What was the most important single accomplishment in your school during the current year?

8. What was the most important instructional gain made?

9. What are your observations and concerns in respect to:

   a) Pupils
   b) Personnel
   c) Instruction
   d) School Plant
   e) Public

10. What areas should receive the major emphasis in your school next year? In the District?

11. What items which have not been touched upon would you want to discuss? What items do you feel should be mentioned just to "clear the air?"

12. Suggestions for improving upon this method of evaluation.

Administrator's Signature _____ Date _____

Superintendent's Signature _____ Date _____
(The written summary of the evaluation is to be permanently attached to this form.)

- - - -

[See explanation on page 27 of this Circular]

Personnel Division

Madison Public Schools

Administrator's Performance Review

Incumbent _____ Title _____

School or Dept. _____

Period covered by Review 19___ to 19 ___

	Incumbent						Supervisor					
	X	1	2	3	4	5	X	1	2	3	4	5
Long Range Goals												
Short Range Goals (Current year)												
Ability to establish appropriate goals												

Goal Performance Scale

X = Circumstances prevent progress toward goal
1 = Little or no progress made toward goal
2 = Less than expected progress made toward goal
3 = Average progress in achieving goal
4 = High degree of success in achieving goal
5 = Very high success in achieving goal

GENERAL PERFORMANCE FACTORS

FACTORS	CHECK ONE: Incumbent 5 4 3 2 1	Supervisor 5 4 3 2 1
1. Knowledge - Both general and professional as it provides tools for the solution of problems.		
2. Initiative - To introduce, promote, and develop constructive ideas.		
3. Industry - Evidence of a sustained effort.		
4. Planning - Ability to make the necessary preparation before action is taken.		
5. Organization - Ability to structure work, delegate and supervise responsibilities.		
6. Ability to motivate - Evidence of ability to stimulate those supervised.		
7. Cooperation - Ability to work with others in a harmonious way.		
8. Communication - Ability to impart meaning within and outside of the staff.		
9. Self-appraisal - Ability to analyze oneself in terms of performance.		

SUPERVISOR'S GENERAL IMPRESSION

Supervisor: Circle the word on the scale below that best describes the performance of the incumbent.

Poor	Fair	Good	Excellent	Exceptional
1	2	3	4	5

Signatures: Incumbent _____ Title _____

Supervisor _____ Title _____

COMMENTS

Incumbent	Supervisor

SYSTEMS IN THE PROCESS OF FORMULATING OR REVISING EVALUATION PROCEDURES

Anchorage, Alaska
San Diego, California
Palm Beach County, Florida
Elgin, Illinois
Des Moines, Iowa
Fayette County, Kentucky
Worcester, Massachusetts
Detroit, Michigan
Pontiac, Michigan
Lorain, Ohio
Philadelphia, Pennsylvania
Cranston, Rhode Island
Knoxville, Tennessee
Metropolitan School System, Nashville, Tennessee
Fairfax County, Virginia
Shoreline School District, Washington

SELECTED REFERENCES

1. California Elementary School Administrators' Association. C.E.S.A.A. Reviews Evaluation Procedures for the Elementary School Administrator. Monograph No. 11. Burlingame: the Association, 1958. 80 p.

2. Howsam, Robert B., and Franco John M. "New Emphasis in Evaluation of Administrators." National Elementary Principal 44: 36-39; April 1965.

3. National Education Association, American Association of School Administrators and Research Division. Evaluation of School Administrative and Supervisory Personnel. Educational Research Service Circular No. 5, 1964. Washington, D. C.: the Association, October 1964. (Out of print; available in libraries.)

4. National Elementary Principal. "Checklist for the Principal." National Elementary Principal 33: 26, October; 5, 32, December 1963.

5. Strickler, Robert W. "The Evaluation of the Public School Principal." Bulletin of the National Association of Secondary School Principals 41: 55-58; February 1957.

6. Vrooman, Ted. The Evaluation of Probationary Administrators. Research Report 1964 - 3. Syracuse: Central New York School Study Council, February 1964. 27 p. $1.00.

This study was designed and written by Suzanne K. Stemnock, Professional Assistant, Educational Research Service

Please print or type replies

Educational Research Service
July 1968

EVALUATION OF ADMINISTRATIVE AND SUPERVISORY PERSONNEL

School system _____

City _____ State ___ _____ Zip code _____

Name and title of respondent _____

_____

QUESTIONNAIRE FORM

NOTE 1: If your system does not have a formal program of evaluation for administrators and supervisors, please so indicate in question 1 on page 2 and return one copy of this form.

NOTE 2: While procedures in the evaluation of administrative and supervisory personnel vary considerably, they tend to fall into two different types, described as TYPE A and TYPE B below. Please read both descriptions carefully to determine which is MOST like the procedure used in your school system. Then answer the questions which begin on page 2 of this form.

TYPE **A**: Procedures that stress RATING.

Administrators and supervisors are rated in accordance with established performance criteria which are organized in the form of a rating sheet. Evaluators may confer with the evaluatee prior to beginning the evaluation period; may make contacts (visitations) with him during the year; may confer with him at the close of the evaluation period; and may provide him with a copy of the ratings. Basically, however, the evaluator(s) make the assessment of his performance by rating him on a value scale that may have varying degrees of excellence. In short, the essential characteristics of this type of evaluation are: (a) pre-determined performance criteria; (b) an established rating form; (c) a value scale that provides for varying degrees of excellence; and (d) rating by the evaluator(s).

TYPE **B**: Procedures that emphasize establishment of JOB TARGETS or performance objectives tailored to the needs of the evaluatee.

This form of evaluation is less formalized than Type A. It is based upon the assumption that there are broad areas of responsibility which apply to all administrators and supervisors, e.g., organizational and management skill, public relations competence, professional and technical knowledge, effectiveness in decision-making, etc. Each evaluatee, in consultation with his evaluator(s) determines his specific performance targets which become the goals toward which he strives during the evaluation period. The evaluator judges the evaluatee's effectiveness in terms of how well the performance targets were achieved. Assessment may also be made of overall performance, but evaluation is focused primarily on the performance goals or targets. Self-evaluation is usually encouraged; an evaluation conference is an important part of the process. The evaluator regards his job as more of a "coach" than an "umpire." A rating scale, if used, is only a secondary factor in the evaluation process.

OVER ——→

QUESTIONS

1. Which type of evaluation is used in your school system?

   TYPE A _____ TYPE B _____ NEITHER _____

   If NEITHER, please explain below the type of evaluation you use:

   _____

   _____

   _____

   _____

   _____

QUESTIONNAIRE FORM

2. How long have you had procedures for administrative and supervisory evaluation?

   _____.

   How recently have these procedures been revised? _____

   Are revisions planned in the near future? _____

3. Must administrative and supervisory personnel serve a probationary period in an administrative or supervisory position before attaining permanent status in that position? NO _____ YES _____, for a _____-year period.

4. What personnel are evaluated and how frequently?

	During PROBATION: How often?	In PERMANENT status: How often?
Principals	_____	_____
Assistant principals	_____	_____
Others (include central office personnel)		
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

5. Which of the following practices are included in your evaluation procedures? (CHECK ALL THAT APPLY)

_____ a. Use form which calls for rating in terms of a prescribed scale.

_____ b. Use narrative form (providing space for evaluator's comments only).

_____ c. Self-evaluation is recommended.

_____ d. Conference is held before evaluation period begins.

QUESTIONNAIRE FORM

_____ e. Informal evaluator-evaluatee "conferences" are held during the evaluation process.

_____ f. Conference is held after evaluation is completed.

_____ g. The evaluation is automatically reviewed by an individual or group other than the original evaluator.

_____ h. The evaluatee receives a copy of the evaluation.

_____ i. The evaluatee signs the evaluation.

_____ j. The evaluatee's signature DOES NOT signify that he concurs with the assessment.

_____ k. The evaluatee may file a dissenting statement if he is not satisfied with the assessment.

6. For what purposes do you evaluate administrative and supervisory personnel? (In the list which follows, please check each purpose for which, in your experience, the evaluations have been actually applied in your school system--NOT the purposes for which evaluations ideally should be used.)

_____ a. To assess evaluatee's present performance in accordance with prescribed standards.

_____ b. To help the evaluatee establish relevant performance objectives and work systematically toward their achievement.

_____ c. To identify areas in which improvement is needed.

_____ d. To determine qualification for permanent status.

_____ e. To have records of performance to determine qualifications for promotion.

_____ f. OTHER, e.g., salary increments, compliance with board policy. (Please specify)

_____

_____

_____

OVER ——→

7. Please add any additional comments--evaluations of your procedures, etc. (Your comments will not be identified as to source.)

QUESTIONNAIRE FORM

PLEASE ATTACH A COPY OF EACH OF THE FORMS AND INSTRUCTIONS USED IN YOUR PROGRAM OF EVALUATION OF ADMINISTRATIVE AND SUPERVISORY PERSONNEL.

IF NO FORMS ARE USED,

PLEASE SO INDICATE HERE _____.

RETURN ONE COPY TO: Educational Research Service
Box 5, NEA Building
1201 Sixteenth Street, N. W.
Washington, D. C. 20036

ERS

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